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SUMMARY

AND

CLASSIFICATION

OF

SUBMISSIONS

TO THE

COMMISSION ON EDUCATIONAL PLANNING

Prepared by

G. R. MADDOCKS

October 31, 1970

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A. POST SECONDARY EDUCATION

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A. GENERAL RECOMMENDATIONS ON UNIVERSITY CURRICULA

1.	Students need higher liberal education before specialization, not concurrently. This is probably best at a non-university institution.	75
2.	There should be emphasis on "whole man" education.	176F
3.	There should be concern for the individual.	176C
4.	Breadth of university courses should be more relevant to the whole community.	296
5.	Humanities and cultural areas are too neglected in science and engineering faculties at universities and technical institutes.	296

B. THE FACULTY OF ENGINEERING

1.	Liaison between the universities and industry needs to be strengthened to give joint consideration to changes in curricula to reflect changing needs in industry.	287
2.	It is important to develop the abilities of the engineer in the arts of communication, the economics of engineering and industrial enterprises, business administration.	287

C. COURSES IN FAMILY LIFE EDUCATION

1.	The colleges and universities in Alberta should provide general courses in family living for lay and professional people, advanced specialist training, opportunity for research in family life education and related areas, and as a long range goal a centre for Family Studies and Human Relations should be established.	102
2.	Emphasize and establish in faculties at universities and trade schools a pattern whereby the curriculum includes Group Process Family Life Education Seminars.	238
3.	A Special Unit (Institute or Centre) concerned with family living and community life in relation to the development of human resources should be established in Alberta.	230

4. All programs at the post secondary level should contain, as a required option, at least one social science course whose orientation is directed toward some aspect of family life and family living. 230

5. The preparation of persons whose professional practise will lead to direct involvement with people and their needs should include substantial study in the field of social and behavioural sciences. 230

6. Post-secondary institutions should provide for the preparation of nutritionists for employment at the school and municipal levels of administration, and such people should be available to the public for consultation in this field. 230

7. Post-secondary institutions should provide studies in consumer education for those who will teach in this field within the public school system, and for others interested for personal or professional reasons. 230

8. Provision for research into the factors contributing to positive individual development and into the causes of individual, family and social adjustment should be regarded as essential parts of educational research, and such research should be inter-disciplinary and multi-professional in design and application. 230

D. GENERAL EDUCATION IN POST-SECONDARY NON-UNIVERSITY EDUCATIONAL INSTITUTIONS

1. Individual institutions should set up appropriate committees composed of representatives from the administration, faculty, students, and community to examine the concept of general education and prepare policy concerning it. 300

2. Such policy should be future oriented and concentrated on the role that general education can play in assuring a decent quality of life in the face of undesirable alternatives. 300

3. If an institution approves in principle the offering of general education, this intention should be translated into specific behavioural objectives of general education. 300

4. Institutions should investigate ways and means of sharing ideas and information about general education. 300

5. The Alberta Colleges Commission should examine the role it might play in providing assistance to institutions which express interest in extending their offerings in general education. 300

E. PROGRAMS IN NON-UNIVERSITY INSTITUTIONS

Recommendations:

1. Academic courses for credit towards a baccalaureate degree in selected faculties that will be awarded by the institution itself or in affiliation with the University of Alberta. 184

2. Courses in organized programs that will lead towards the award of a diploma by the institution in non-university programs. 184

3. Courses that will lead to certificates of proficiency in technologies, arts, and trades for which there is sufficient demand. 184

4. Courses of a recreational or cultural nature that may be supported as continuing education by adults in the community. These programs would include occupational upgrading, if facilities were suitable. 184

5. Overspecialization should be avoided. The emphasis given the humanities in post-secondary institutions should be strengthened. 124

F. RELIGION STUDIES PROGRAMS

Recommendations:

1. An educational commitment should be made to the field of religion studies. 289

2. Religion studies should be integrated into the university curricula, and the programs of church-related post-secondary institutions should be accredited when they meet university needs and standards. 289

3. Teacher-training programs in religion studies should be set up and recognized in the Alberta educational system. 289

4. Suitable help should be available from the Universities Commission and other provincial bodies to coordinate religion studies programs and to develop adequate library and educational facilities in institutions specializing in such programs. 289

5. Religion studies programs in church-related institutions should be given full public support. 289

6. Church-related academic post-secondary institutions should be entitled to the same provincial and federal grants as other academic institutions in the province. 289

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A. TEACHER EDUCATION (Complete)

1. The Selection of Teachers

(a)	Teacher education needs more rigorous standards of admission - various psychological, sociological and academic tests	87 152 176G 154 229 246
(b)	Major emphasis should be directed to the selection and preparation of individuals who can relate to other people, who are flexible in outlook and amenable to changes.	29 87 102 206 261
(c)	The ATA should become active in matters of recruitment and selection.	164
(d)	Selection should occur at the beginning and throughout the course of training.	164

2. Teacher Education Programs

(a) Content of courses (general)

i.	Greater stress on humanistic dimensions.	154
ii.	Law, political science and jurisprudence should be included.	246
iii.	Increasing emphasis on training to develop human skills and a decreasing emphasis on subject matter areas.	163
iv.	Training in the use and potential of the "new" media.	185 280
v.	More emphasis on curriculum and human relations.	257
vi.	A knowledge of Canada's geography, history, economy and culture.	260
vii.	Diversity rather than specialization; at least one fine arts course, one business education skill in addition to the chosen academic area. A return to the Methods, Management, Motivation facets. (In the small high schools, specialist teachers are less valuable than the generalists: 199.)	199

viii.	Communication and public relations training.	29 99
ix.	All teacher trainees should have courses in Canadian history and literature, and should be required to take at least one course in the study of exceptional children.	145
x.	Teacher training should emphasize child psychology, human relations, Audio-Visual aids, research skills.	78
(b)	Content of courses (Early Childhood)	
i.	An introductory course in an Early Childhood program is strongly recommended for all first year Education students who are interested in this aspect of education.	156
ii.	More accurate descriptions of course offerings in future Faculty Calendars and program outlines are needed.	156
iii.	There is a need for Curriculum and Instruction courses with a distinctly practical orientation -- courses which include suggestions as to teaching materials and ideas for classroom use.	156
iv.	Courses in the various curriculum areas should be set up to deal with the child from 3-8 years.	156
v.	At least one course in child development or child psychology should be required in a program for Early Childhood Education teachers.	156
vi.	If there is to be a compulsory course in Early Childhood Education, it should deal equally with all age groups within the Early Childhood frame of reference.	156
vii.	It is recommended that the E.C.E. program provide for an increased number of field experiences, perhaps as early as the first year of Education.	156
viii.	There should be greater coordination between Faculties to insure that liberal arts options in the E.C.E. major be relevant to Education students.	156
ix.	It is recommended that there be in future E.C.E. teacher education programs, a required professional course in the E.C.E. major for fourth-year students -- a course which would attempt to integrate, or tie together, all that has gone before.	156

(c) Content of courses (Family Life Education)

i. Teacher training programs should include a coordinated family life education program. 102

ii. Inservice training should be instituted to assist teachers in understanding and executing family life programs. 102

(d) Content of courses (Handicapped Children)

i. The Department of Education should encourage the universities to train adequate numbers of teachers who can give corrective treatment to children who have speech, hearing and language problems. 127

ii. Teachers should be trained to recognize disturbed children and refer them to specialists. 107

(e) Content of courses (Art Teaching)

i. The quality of art teacher training must be improved, and there must be more and better inservice training made available to art teachers. 115

(f) Content of courses (Pre-school teachers)

i. Pre-school teachers should be given special training. 129

(g) Practice teaching

i. The practice teaching period should be lengthened. 154 176C 229 176G

ii. Teachers in training should be exposed to children early in their training program to aid self-selection. 260

(h) Standards

i. B. Ed. should be the minimum requirement for all persons entering the profession. 29 262

ii. A four-year (minimum) teacher training course 257 217

iii. Standards for teacher preparation and certification need to be up-graded, as well as standards for experienced teacher development. 176G

iv.	There should be more rigorous basic training followed by specialization.	87
v.	Teachers will need more sophisticated and longer training programs. There will be a greater flexibility in the Faculty of Education programs. There will be more specialists in communication, supervisory and administrative skills, research techniques.	214
vi.	B. Ed. should not be required if a teacher is qualified in a subject field.	78
vii.	Teacher education programs must examine the skills (humanistic, teaching and learning, and discipline) which a teacher must possess and ensure that those candidates recommended for certification command the competencies necessary for initial teaching experiences.	217

(i) Organization of the teacher education programs

i.	Programs for the preparation of teachers and administrators need to be studied and restructured to meet changing needs.	88
ii.	B. Ed. may be better as a post-graduate qualification rather than as a first degree.	176C
iii.	There should be a new cooperative plan for teacher education involving the universities, the Department of Education and school boards.	88
iv.	Full recognition should be given for teacher training in reputable educational institutions outside Alberta.	288
v.	The university, the school and the profession must cooperate to ensure a continuum of practical experience terminating in an internship period.	217
vi.	The role of the teacher and teaching must be accurately defined.	217
vii.	Training of teachers should be confined to the degree-granting universities.	145

(j) Alternative teacher education programs

i. Consideration should be given to alternate teacher education programs - alternative to the present humanistic approach. 288

ii. Schools of education rather than faculties should be established in the universities, all staff being trained teachers with responsibility for developing their own syllabuses. 111

Methods courses should focus on the teacher's work in the classroom.

Teams of teachers (educationalists, educational psychologists, sociologists, administrators) should accept responsibility for one cohort of students throughout the course. Department structure would be appropriate only at post-graduate level.

OR

First degree and certification should be separated and a system of internship linked with continuing studies at the university should be established. Potential interns should be selected on personal as well as academic grounds at the end of the degree. After selection the interns would serve under qualified teachers for at least one year.

(k) Internship

i. A longer period of internship before certification is needed. 29 87 163 246 229 248

ii. A five year training program is recommended, incorporating a full year of internship. 185 257 158

(l) Continuing education for teachers

i. The Faculty of Education should become more involved in the continuing education of teachers. 151

3. Immigrating and Returning Teachers

(a) Immigrating and teachers returning after an absence of five years or more should undergo a program of up-grading. 29

4. Teacher Training at Non-University Institutions

(a) Other institutions of higher education should be used to prepare teachers. 21

(b) Courses in education at College Saint Jean should be encouraged and developed. 84

(c) Early childhood aides should be established as a distinct vocation, with specific entrance requirements and a definite preparation program to be undertaken at a Junior College or Vocational Training Centre. 13

5. The ATA Position on Teacher Education

(a) Teachers should be prepared in a university. Four years of university should be required for first certification. 125

(b) The ATA position demands extensive observation and practice which should be extended throughout the years of preparation, be provided in graduated steps and culminate in a paid internship which would induce the neophyte into full professional responsibility. 125

(c) Institutes of teaching practice to function in matters of recruitment, selection, practicum, internship, placement, permanent certification and decertification. Need for liaison with the field is recognized. 125

(d) There will be emphasis on mastery of concepts, methods of inquiry, modes of thought, greater breadth of knowledge; skill in human and social relationships. 125

(e) Contact with children will be earlier and continuous throughout the progam. 125

(f) There will be individualized programs with a core of common learnings. 125

(g) Professors of education will spend much time with children, and there will be a reciprocal flow of staff from school to university. Good guidance services will promote self-selection. 125

6. Teacher Certification

(a)	Certification should be granted only in the area of specialization.	152
(b)	Grade certification for teachers should be effected only for those completing appropriate training.	176G
(c)	Teaching certificates should be issued for elementary, junior high or senior high schools, or for combinations of these.	296
(d)	The quality of a teacher must be assessed more positively before being appointed to a staff position.	284
(e)	Periodic re-evaluation of qualifications should be a requirement for retention of a teaching certificate.	226 29
(f)	Certification must remain general.	217
(g)	Restrictions regarding certification should be relaxed to allow 'trained' (qualified) people, not certificated, to teach.	143
(h)	Teachers should be granted a professional certificate after a compulsory year of internship.	78

B. UNDERGRADUATE PROGRAMS

1.	Universities must not neglect undergraduate teaching.	151
2.	Seminars in large-enrolment classes should be encouraged.	176G
3.	Students should be able to attend up to five courses in any area they choose.	176E
4.	There should be more university course flexibility and articulation.	176F
5.	Far greater flexibility needs to be introduced in educational programs - individual interests, uneven rates of progress, switch specialization, etc. This calls for a re-examination of admissions policy.	176C
6.	The University of Alberta wishes to retain a reasonable balance of freshman, sophomore and senior students in the undergraduate program.	148

C. UNIVERSITY GRADUATE PROGRAMS

1.	Students should be assigned to continuing advisors.	176G
2.	The universities should concentrate more upon advanced scholarship and research and professional training; institutes of technology and community colleges should develop vocational and academic programs of comparable quality.	176C
3.	A proper balance between undergraduate and graduate studies is essential for the maintenance of university standards.	216
4.	Graduate education will become increasingly important to meet the needs of Canadian society.	148
5.	The University of Alberta will not willingly accept a gradual trend towards becoming primarily a university of professional faculties.	148

D. THE LEARNING ENVIRONMENT (UNIVERSITIES)

1.	Learning environment at large universities can be improved by eg. colleges, different programs, and more lounges.	176C

E. NURSING EDUCATION

1.	Non-nursing subjects should be studied with students in other courses of study to make transferability of credits possible.	77

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A. UNIVERSITY STAFF

1.	Priority should be given to Canadian scholars.	151
2.	Selected scholars should be invited from English-speaking countries to take sessional appointments.	151
3.	The tenure system should be removed.	81 176E
4.	Personnel should work in different organizations on an exchange basis.	176C
5.	University teachers should be selected on the basis of their teaching ability for tenure and promotion.	81
6.	University professors should be required to take training in teaching.	81
7.	A quota permitting no more than 10% non-Canadian enrolment and faculty in any program in the educational system.	295A
8.	Pegging of faculty salaries at the level of the average salary of the Canadian labor force.	295A

B. STAFF AT TECHNICAL INSTITUTES AND COLLEGES

1.	New instructors should be given quarterly evaluations prior to tenure.	295
2.	Evaluation after tenure should be continuous, and should be principally concerned with instructional capabilities.	295
3.	Students should have an equal part in the evaluation of all civil servants (instructors).	295
4.	The instructor who keeps technically up-to-date by training and experience in industry should be given recognition by salary increments.	285
5.	College teachers should possess some kind of teaching credential which marks preparation for teaching and fitness to teach.	125
6.	Teachers at all levels should have teacher training, such training modified to suit level and subject area.	124

7. A mandatory diploma course in teacher training should be established for post-secondary instructors. 296.

C. COUNSELLING SERVICES AT UNIVERSITIES

1. Psychological counselling services should be expanded. 176G 214

2. Competent psychiatrists should be hired to replace the structured offices of Student Counselling and Deans of Men and Women. 176E

D. COUNSELLING SERVICES AT TECHNICAL INSTITUTES

1. Each post-secondary institute in Alberta should have on staff at least one counsellor who is fully oriented with all aspects of post-secondary education. 295

E. TEACHING PERSONNEL IN NURSING EDUCATION

1. Faculty-student ratio should be determined by the method of technical nurse teaching used. 77

2. Supervised clinical experience should be available for students in all levels of nursing programs. Use of part-time instructors could be considered to provide this experience. 77

3. Faculty in technical nurse teaching programs should have at least a B. Sc. N. 77

4. Faculty teaching nursing in university programs should have at least a Masters degree. 77

5. Specialists with doctorate preparation in curriculum design should be available as consultants. 77

6. Teachers in graduate programs should have doctorates in their specialty areas. 77

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A. COORDINATION AMONG INSTITUTIONS

1.	A major issue for the future is coordination among university, college and adult and continuing education.	125
2.	Programs (of post secondary institutions) should be coordinated to facilitate the movement of students from one institution to the other.	296 124
3.	There should be articulation of programs between agricultural colleges and also between agricultural colleges, technical institutes, public colleges and universities.	216 116
4.	Flexibility in curriculum should not be such that movement of students from one level of education to another is inhibited.	29
5.	National coordination of technical and vocational training in relation to market demands should be effected.	185
6.	There should be an immediate end to the separation of courses and institutions within the post-secondary education system. All students to be allowed to take any courses. Content of courses to be decided by faculty and students. Introduction of a system of comprehensive examinations to be taken at any time of the student's choice, passing of which shall result in certification.	295A
7.	Consideration should be given to establishing some organization to effect a measure of control over the relationship between institutions while allowing each institution to maintain and develop its own professional integrity.	148

B. UNIVERSITY ENTRANCE REQUIREMENTS

1.	The choice of subjects for entry to university should be enlarged.	299
2.	The rigidity of programs and entrance requirements may force many students to study in the U.S.A. and remain there.	75
3.	Students who perform well at non-university post-secondary institutions should be considered for provisional university programs, even though their grade XII marks were insufficient.	296

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3. Students who perform well at non-university post-secondary institutions should be considered for provisional university programs, even though their grade XII marks were insufficient. 296

4. The matter of admission standards to post-secondary institutions should continue to be handled through the offices of the Co-ordinating Council. 216

5. Compulsory pre-requisites for admission to universities should be abolished. Twelve years' schooling should qualify for admission to all institutions of higher learning. 104

C. NEW UNIVERSITY FACULTIES AND DEPARTMENTS

1. A School of PODIATRY should be established at the University of Calgary. 251

2. A Faculty of CHIROPRACTIC should be established at the University of Calgary. 55

3. A School of Hotel and Tourism Service Management should be established. 151

4. A department of Religion should be established to train teachers of Religion in the Separate Schools. 175

D. UNIVERSITY GOVERNMENT

1. University personnel should be represented on the Universities Commission. 148 216 176C

2. A comparative study of the effectiveness of various university government systems in Canada and elsewhere should be undertaken. A more effective system of university government needs to be developed. 176C

3. There should be increased student participation in all facets of university decision-making process: 296

   (a) A role in evaluation of learning.

   (b) Participation in hiring policy.

   (c) Control over curricula.

4. There should be direct access to the Government by the academic voice of the universities. 36

5. There should be joint student/faculty control of all policy making organs of the educational system on a parity basis. 295A

6. The administration of a university should be through an elected Board of Governors. 39

E. UNIVERSITY OF CALGARY
(various recommendations)

1. The University of Calgary should be given opportunity to duplicate programs offered only at present at the University of Alberta. This plus the provision of personnel and facilities of high calibre would tend to raise the prestige of the two major universities and attract top matriculating students who might otherwise go to Eastern Canada or the U.S. 275

2. The Faculty Association should be recognized as the representative of the faculty in all matters related to university government, appointments, salaries, working conditions and the daily functions of faculty in the university community. 275

3. Staff student contact should not be allowed to drop below its present level. 275

4. Decentralization of the administrative structure might be examined. 275

5. Development of the University of Calgary might be best served by one or two alternatives: 216

   (a) Two or more separate university campuses within the Calgary area.

   (b) Careful development of a radically decentralized university structure on the one campus.

F. DECENTRALIZATION OF FACILITIES

1. Post-secondary and specialized education institutions should be spread throughout the province. 299
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G. RECRUITMENT AND PLACEMENT AT TECHNICAL INSTITUTES

1. The second technology choice on the registration form should be withdrawn and no alternate choice of training be shown or given unless upon request of the applicant. 295

2. A better method should be devised for selecting students to help cut down the drop-out rate. 295

3. Statistics on the number of graduates, expected salaries, availability of employment, should be made available yearly to all pre-post-secondary and post-secondary Counsellors. 295

4. Stiffer entrance requirements at SAIT would cut down a 40% drop-out rate in the first year of some programs. 222

H. INDUSTRY AND TECHNICAL EDUCATION

1. Industry and Advisory Boards should be established to help keep the Career of the students marketable to industry. 295

I. LENGTH OF TRAINING (TECHNICAL INSTITUTES)

1. An additional two years' training should be made available in colleges and technical schools. 295

J. TECHNICAL INSTITUTES - GENERAL RECOMMENDATIONS AND STATEMENTS

1. NAIT would resist any attempt to become an engineering degree-granting institution. 282

2. A ceiling of 8000 students at NAIT is recommended. 282

3. The Extension Division at each Institute is prepared to offer a wide variety of continuing education courses if the need is established. 282

4. Institutes of Technology should be upgraded to degree-granting institutions. 36

5. Private enterprise may take over a considerably greater proportion of industrial training. 271

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3. The Extension Division at each Institute is prepared to offer a wide variety of continuing education courses if the need is established. 282

4. Institutes of Technology should be upgraded to degree-granting institutions. 36

5. Private enterprise may take over a considerably greater proportion of industrial training. 271

6. Technical Education should not be centralized in the cities of Calgary and Edmonton. 73

7. Recognition should be given to two distinct levels of post-secondary technical courses, the technician and the technologist courses and two different diplomas should be awarded. 222

K. JUNIOR COLLEGES

1. There should be more technical, vocational and junior colleges in rural areas (eg. Peace River). 49, 123, 143, 103

2. Colleges (Agricultural, Technical and Vocational Schools) should be placed under the Department of Education. 151

3. A four-year liberal arts college should be provided within the post-secondary educational system. 189

4. The proposed development of an extensive provincial system of Regional Colleges is supported. 216

5. The Vermilion Agricultural and Vocational College should be added to the newly established Junior Colleges System. 162

6. The ATA advocates a provincial college system separate and distinct from the high school system, supported by provincial funds and providing a variety of programs: transfer, continuing education, community service, vocational and general education and remedial education. 125

7. There is need for local autonomy in the development of programs. 150

8. There should be liaison between the Colleges Commission, the Universities Commission, the Schools of Agricultural and Technical Institutes to enable a free interchange of students. 150

9. Standards and controls adopted by the colleges should be in harmony with similar standards and controls established for Schools of Agriculture, Schools of Nursing, Technical Institutes, Universities. 150

10. Financial recognition should be given to support all worthy programs regardless of their nature or time factor. Grants to support programs should not be contingent upon the time of day or the type of student involved. 150

11. There is need for greater direction in the clear definition of grant payments, transfer programs, entrance requirements etc. 150

12. Long-range planning and sound business procedure is vital if the colleges are to perform their job efficiently and effectively. 150

L. AGRICULTURAL EDUCATION

1. Future Development

(a) The Colleges of Agriculture should be maintained in their present form. 22

(b) The concept of the small residential college should be retained, with a minimum enrolment of 500 residents and 1000 combined resident/day students. 22

(c) Agricultural schools should disseminate new knowledge to farmers by means of an extension service. 151

(d) The establishment of smaller institutions adjacent to towns contributes to the development of cultural and educational services for the community. 116

(e) Existing agricultural and vocational colleges should become community colleges, with special responsibility for agricultural education. 29 93 116 163

(f) Agricultural colleges should be fully under the college system with safeguards written into the transfer agreement to ensure continuance of agricultural programs and the needed assistance from the Department of Agriculture, possibly through retention of the present Board of Agricultural Education acting in an advisory capacity to the Colleges Commission. 29 93 116

(g) A coordinator of agricultural education should be on the Colleges Commission staff. 93 116

(h) College farms should be operated by the Department of Agriculture with contracts with college boards to supply instructional and research needs of the colleges. 116

2. Programs

(a) Complete agricultural programs should be considered only at the agricultural colleges. 116

(b) Must increase the time required for graduation of students in agriculture at the post-secondary level to allow more general education in the curriculum. 116

(c) There should be a constant review of programs and courses to keep them relevant to rapid changes in agriculture. 116

(d) Programs must be constantly reviewed to provide for the needs of farming and ranching, agriculture business research support and support in other areas of professional and para-professional agriculture. 116

(e) Guidance and counselling services for applicants and students must be provided. Pre-technology courses and methods of instruction that will better meet adult needs should be developed. 116

(f) The area from which each college will draw will vary with different programs. Some programs should be taken primarily by students from the locality; some should be offered by only one college and made available to the whole province. 116

(g) Agrologists and Managerial and Technical Personnel in agriculture should be trained at universities. However vocational agricultural colleges should be strengthened. They should continue to offer a diversified program of one and two-year courses. The curriculum content of two-year courses should be competitive with those offered by institutes and junior colleges. 213

(h) The curriculum should give more attention to marketing and management. 29

(i) Control of instruction at the colleges should rest with the Department of Agriculture. 22

(j) Structure should be established which would facilitate cooperation between the Departments of Agriculture and Education. 93

(k) Consideration should be given to the extension programs of the Department of Agriculture and the need to coordinate the total program. 93

(l) Correspondence courses should be introduced in agriculture at agricultural and vocational colleges. 116

(m) The Olds Agricultural College should provide a program terminating in a degree after five years. 8

M. NURSING EDUCATION

1. Diploma Programs

(a) Hospital diploma schools of nursing should be transferred to post-secondary educational institutions. 117 7 77

(b) Control of diploma schools of nursing should be under the Department of Education. 7

(c) A shorter diploma nursing program should be developed. 7

2. University Programs

(a) There should be extension of and greater financial support given the four-year baccalaureate program at the university. 7 117

(b) Universities must recognize the need to develop masters' programs in nursing. 117

3. Psychiatric Nurse Programs

(a) The program for the preparation of psychiatric nurses should be discontinued and opportunities be made available for presently prepared psychiatric nurses to obtain general nursing education. 7 117

4. Nursing Aide and Nursing Orderly Programs

(a) These programs should be consolidated and placed under the Department of Education 77 117

(b) Liaison will be necessary between the Department of Education, Department of Health and other clinical areas to be used. 7 77

5. Mental Deficiency Nurse Programs

   (a) This program should be discontinued and provision made for the present Mental Deficiency Nurse to qualify and register as a Certified Nursing Aide. 117

6. The A.A.R.N.

   (a) The A.A.R.N. should be retained, with responsibilities for: 7

      i. Control of entry to the profession.

      ii. Registration.

      iii. Disciplinary action.

7. A Nursing Education Division should be established in the Department of Education, responsible for: 7

   (a) The four year program.

   (b) The two year Diploma program.

   (c) Standardization of curriculum.

   (d) Formation of committees on building, curriculum and standards.

   (e) Continuing education.

   (f) Inservice education.

   (g) Extension courses at university.

   (h) Post graduate studies.

   (i) Employment of personnel in above programs.

8. Continuing Education.

   (a) The A.A.R.N. should be responsible for promoting and sponsoring informal education programs. 117

   (b) All short term courses should be established and offered by Departments of Continuing Education or Extension in Adult Education in the college or university setting. 117

(c) Formal non-credit courses should be initiated in coordination with professional nursing and the appropriate Department of Extension or Continuing Education. 117

N. STUDIES IN THE FRENCH LANGUAGE

1. There are few articulation possibilities with institutions of higher learning in Alberta for students wishing to pursue technical or professional studies in the French language. 130

2. There should be greater academic integration of the College Saint Jean with the University of Alberta. 84

O. UNIVERSITY SIZE: FUTURE DEVELOPMENT

1. Satellite campuses recommended. 176F

2. The size of universities should be kept below 25,000. 176C

3. The Worth Commission should examine other post-secondary arrangements CEGEP (Quebec) G. 12, 13. 176C

4. Serious consideration should be given to the development of an integrated college system within the larger universities in order to reduce their impersonality to students and to encourage student-faculty contact. 36

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A. UNIVERSITY FEES

1. The government's policy on university fees needs to be clarified. 178

2. University student fees should be removed. 176E
296

3. Students should pay a reasonable cost of their university education (as at present). 81
28

B. LOANS AND GRANTS

1. Grants and loans should be available to university students and some selection criteria should be employed. 145
81
28

2. The province should increase finance to post-secondary students. This may help keep them in Canada after graduation. 75

3. The inequality in levels of education should be reduced. Money should not be a barrier to breaking the poverty cycle. 75

4. There should be equality of educational and work opportunity. 176F

   Students at post secondary institutions should be given stipends. 296
141

5. Bursaries or loans should be available for teachers who wish to take summer courses (particularly for those wishing to take courses on language and culture of Indian peoples). 146

C. CAPITAL GRANTS TO PRIVATE COLLEGES

1. The College Act should be amended to allow: 241

   (a) Government donation of land to private colleges.

   (b) Grants not in excess of two-thirds of the cost for certain buildings.

   (c) Affiliation grants to improve library and laboratory facilities.

2. The government should give consideration to matching capital grants from private sources to private colleges. 241

D. FINANCIAL ASSISTANCE TO NURSING EDUCATION

1. There should be increased financial support for trainee nurses. 117 7

2. There should be adjustments whereby nurses are paid salaries comparable with those of other professions of comparable preparation. 7

3. Students should pay tuition similar to students pursuing other post-secondary education. 77

Financial aid should be available as it is for other students.

E. FINANCIAL ASSISTANCE TO STUDENTS AT TECHNICAL INSTITUTES

1. Student financial assistance should be based on grades awarded. 222

F. FEDERAL SUPPORT FOR POST-SECONDARY EDUCATION

1. The major part of the expenditure on university, technical and vocational education, adult and continuing education and research will be borne by the Federal Government. 125

2. The Federal Government should accept the costs of post-secondary education. 151

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Post Secondary Education — Facilities

A. NEW UNIVERSITIES

1. Recommend a university in the Peace River district. 143, 212

2. The next university should be established in Red Deer. 73

3. There should be a university in Grande Prairie. 51

B. INSTITUTE OF FINE ARTS

1. An Institute of Fine Arts should be supported by the universities, city councils, school boards and the Cultural Development Branch. Finance from the government is needed for the training of teachers and performers in the fine arts. 256

C. COMMUNITY HOMES

1. The province should experiement with community homes for groups of university students. 176E

D. POST-SECONDARY LIBRARIES

1. More emphasis upon post-secondary libraries. 176C

   (a) View library purchases as capital expenses, not operating.

   (b) Allow for public access to all post-secondary libraries.

   (c) Department of Education fund all post-secondary libraries to minimum level of 50 books per student.

2. A separate funding of library facilities within the province with a minimum immediate goal of 50 volumes per student in all institutions at the post-secondary level is recommended. It seems desirable that such facilities should be located close to the centre of the campus, being incorporated as a natural resource facility in a complex of residences, lounges, dining facilities and other facilities of interest to both residential and commuting students. 36

3.	There should be free access for all Alberta citizens to the facilities of the educational system including libraries, classrooms, research facilities and faculty members.	295A

E. DAY CARE FACILITIES

1.	Day care facilities should be provided for student mothers in each institution of the province.	295A 296

F. UNIVERSITY OF THE AIR

1.	The possibility of a university of the air, as in the U.K., should be examined.	176C

G. CORRESPONDENCE EDUCATION

1.	The Correspondence School should receive all the resources it needs in order to develop.	284
2.	Correspondence education should be geared to play a greater part in adult education.	284
3.	A regional laboratory for students studying the physical sciences is needed - low cost laboratory kits should be supplied.	284
4.	Regional centres should be established to provide personal contact with staff from Edmonton office at regular intervals.	284

H. RECREATION FACILITIES AND STUDENT AMENITIES (POST-SECONDARY NON-UNIVERSITY)

1.	Expansion of recreational facilities is equally as important as expansion of academic facilities. Priorities should be established and immediate action taken.	295
2.	Recreational facilities at Olds Agricultural College should be expanded.	8
3.	Student facilities and amenities should be equal to those provided at the universities.	282

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A. POST SECONDARY EDUCATION

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A. THE FACULTY OF EDUCATION

1. Research and Development Centres may develop in the Faculties of Education. 152

2. Faculties of Education must become involved with agencies concerned with planning education. 152

3. The Faculty must expand its curriculum laboratory and materials centre to serve staff, students and the practising profession. 214

4. The Faculty must develop as a leader in the use of audio-visual equipment. The Audio-Visual Centre should perform a service function for the Faculty of Education and for other parts of the university. 214

B. RESEARCH AND PLANNING FOR UNIVERSITY DEVELOPMENT

1. Undergraduate and professional instruction have high priority in a university, but the research aspect should not be neglected. 275

2. A survey of the location and employment of graduates should be made province-wide to give some measure of the effectiveness of the university as an educational institution. 248

3. There is need for continued dialogue between the business community and the universities, which would be helpful in the universities' long-range planning. 248

4. The universities should be involved in planning for expansion of post-secondary facilities through representation on the Universities Commission. 216

5. Recognizing the interdependence of teaching and research, the latter activity should receive continued support. All teaching and research activities should be constantly under review. 36

6. The Commission should explore alternative approaches to university education - in the development of new universities or other institutions which could cater for those whose interests might better be served by some structure other than university. 148

7. The development of additional facilities at the universities in Alberta should be carefully phased and determined after thorough consultation with all the universities in light of: 148

   (a) Overall provincial demand as defined by projected enrolments.

   (b) Regional demand and

   (c) The relative cost and efficiency of centralized and decentralized facilities.

8. The Universities Commission should be able to exercise control over particular building proposals without reference to a Capital Development Committee, thus avoiding long delays. 178

9. The initial cost of expensive new educational programs (eg. new medical school) should be funded separately by specific grants from the Universities Commission. 178

10. A rolling five year plan of available capital funds is essential if orderly economic development of buildings (instructional support and residential) is to occur, and the present widening backlog is to be removed. 178

11. Each university should plan its own capital works program within broad guidelines of the Universities Commission. These guidelines should ensure comparability of costs among universities for similar buildings. The Universities Commission might extend its planning and research function in the areas of building costs, space utilization, performance specifications, planning procedures, and space formulae and standards. Further, the Universities Commission could help disseminate information obtained by each university in development of space programs. 178

12. The universities must have the fullest possible information of the support available to them if they are expected to accept increasing responsibility for accounting for costs. 216

13. The principle of five year projections should be extended to the determination of operating budgets (as has been done for capital expenditures). 216

14. If expenditure on education is conceived as a capital expense on human resources, then such expenditure should be regarded as an investment. Large amounts of money will be required 36

to finance the expansion of educational facilities at the post-secondary level and we would recommend the use of borrowed capital to support such expansion rather than financing it from current revenues.

15. Government announcement of long-range financial plan for capital expenditure on universities is needed. 148

16. If support for the government's White Paper is not forthcoming, universities will have to restrict enrolment growth, lower standards, raise fees. 148

17. Methods of projecting growth in the professional faculties is needed so that orderly development of new faculties at other universities will anticipate need while avoiding unnecessary or premature duplication of facilities. 148

18. Educational policy must be established in response to the economic and manpower situations in Alberta. 296

19. There should be a systematic evaluation of how a provincially financed institution actually serves the needs of the community paying for it. 296

20. The universities will become even more professionally oriented. The measure of the worth of their programs will be determined more by the measure of their relation to the society that supports them. 214

C. NURSING EDUCATION

1. Research related to both the practice of nursing and the education of nurses in college-based nursing programs should be encouraged. 117

2. Research and planning related to the use of available clinical resources and facilities should be encouraged. 117

3. Research should be carried out, related to the feasibility of utilization of the two categories of nurses according to their defined roles, functions, and responsibilities. 117

4. Research and study projects related to patient care should be carried out. 117

5. Future plans should include consideration to the use of ETV for continuing education programs. 117

6. Research is required in many areas. Some studies needed are: 77

   (a) Number of nurses required in the Province of Alberta.

   (b) How people transfer theoretical knowledge to practical situations.

   (c) The ideal student-faculty ratio.

   (d) Determination of criteria for evaluating nursing service and nursing.

D. COORDINATION AMONG INSTITUTIONS

1. Post secondary education will expand and planning must be directed at developing a complete system of institutions - community colleges, technical institutes, agricultural and vocational colleges, specialized language institutes and universities. 214

2. Programs and enrolments will be related to manpower and human development needs. Program budgeting will be essential. The post-secondary institutions must coordinate their resources educationally and financially. 214

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B. N-12 SYSTEM

IX AIMS AND OBJECTIVES

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A. GENERAL AIMS AND OBJECTIVES

1. Education is to: 196

   (a) Prepare man to make a living.

   (b) Prepare people to fit into society.

   (c) Allow individuality.

   (d) Stress the ability to find facts rather than to stress facts themselves.

2. The aims of education are: 217

   (a) To enhance communication skills.

   (b) To develop a value system.

   (c) To ensure the person is logical.

   (d) To develop the self-actualizer.

   (e) To develop basic skills and to ensure that the graduate can use and generate knowledge.

3. The aim of education will be self-actualization: intellectual independence, emotional security, and the development and acceptance of a set of personal values. 250 125 169

4. People must be educated to cope with our complex world. 274

5. Education should foster the development of an individual's feeling of worth in order that human dignity is enhanced. 261

B. AIMS AND OBJECTIVES OF N-12 EDUCATION

1. The product of our schools should be: 76

   (a) A continuing learner.

   (b) One who is adaptable to changing environments.

   (c) A skilled communicator.

(d) A person able to make effective use of his leisure.

(e) A person involved in the pursuit of excellence.

2. The school can play a significant role in helping people adjust to changing conditions. 167

3. The primary concern for schools is the development of intellectual and social skills along with personal stability. 118

4. The goal of education should be to offer to all educable children a broad education which will equip them with the intellectual skills necessary for thinking and living. The chief aim of the school should be to serve humanity. 105

5. Schools must promote enquiring minds. 170

6. The responsibility of the school is to educate the individual in areas where the family has abdicated responsibility. 138

7. The aims of education are to: 123

(a) Prepare children for urbanization; meaningful leisure time.

(b) Educate children to be thinkers with open minds.

(c) Encourage high standards.

(d) Produce self-sufficient and independent learners.

(e) Ensure relevance in subject content so children can see the connection between living and learning.

8. Students should be given greater opportunity for fulfilment and for improvement of the human condition and environment. 234

9. The school situation must be retained to humanize society, provide continuous educational opportunity and to provide an expanded educational base to live in a sophisticated society. 217

10. The main responsibilities of the school will be preparing students to deal with social problems, to teach them how and where to find knowledge. 252

11. It is the right of all children in Alberta to have equal opportunity for education. 250
121
133
145

12. Any advantage any group have over any other because of religious commitment or educational philosophy should be eliminated. 288

13. Aims of Education:

(a) The development of a student's potentiality to think and analyze critically and individually. 158

(b) The development of the whole man. Man is not part mathematician, or chemist, or whatever, but rather a unique individual in which these parts are unified by his ability to think. Schools would concentrate on developing this through the teaching of general principles and fundamental positions. 158

(c) Pursuit of truth for its own sake. Experience can only be gained in life. 158

C. AIMS AND OBJECTIVES OF NATIVE EDUCATION

1. The objectives of the system are: 49

(a) To make education a clarification of individual experiences where they student learns about his role in connection with the world around him.

(b) To develop the educational background of the native student to a point where he is able to compete with the student from the dominant culture.

(c) To preserve the cultural heritage of the native population.

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B. N-12 SYSTEM

X CURRICULUM

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A. GENERAL RECOMMENDATIONS

1.	The curriculum should be utilitarian and humanitarian. It must develop job-related skills and human competence to cope with other experiences.	185
2.	The curriculum should provide for growth-socially, culturally, economically, and publically; it should allow total involvement; it should provide for all cultures; it should be planned, researched, tested applied and constantly evaluated; it should be developed with regards to the needs of industry and provide for upward educational mobility.	185
3.	Curriculum planning has been erratic and haphazard, with wasteful repetition and lack of co-ordination between subjects. The world should be studied in chronological development as the child progresses through school.	202
4.	Curriculum development is a cooperative matter; teachers should take an active part in curricular decisions.	205 217 125
5.	Curricular changes should occur only after ample advance notice, ample tryout, and familiarization of teachers with new material.	125
6.	There should be constant development and re-evaluation of the curriculum.	87 105
7.	There is need for flexible curricula to enable students to follow their own interests.	207 205 167 217 103
8.	There should be a Canada-wide curriculum and standardized text books. There should be more uniformity in the basic educational system.	26 140 250
9.	There should be flexibility of curriculum and freedom allowed schools to adjust the curriculum to meet local needs.	288 145 217
10.	The school should provide a basic general education. (Specialization should become the responsibility of industry).	280 138

11.	Course content is too heavy. There should be more time for thinking, creating, speaking and listening.	169
12.	More Canadian material is needed. (Too many American textbooks in Canadian schools). The University of Alberta press should prepare school textbooks.	151 169 78
13.	Emphasis should be placed on conceptual education supplemented by factual.Curricula and methods should be constantly reviewed.	207 167
14.	The 3 R's should be retained as core material and option courses designed to meet individual interests and needs added.	214 154 167 161
15.	Communication between the Education Department and teachers should be improved so teachers are aware of curriculum alternatives.	205
16.	Courses obtained in other provinces should be acceptable in Alberta?	140
17.	There should be a wider variety of courses and programs.	196 250
18.	Students at all levels should become involved in the selection of areas of study.	262 250 261 279 244
19.	The emphasis must shift from a job-oriented education to a life-oriented education.	244
20.	The present practice of recommending textbooks should be abandoned.	288
21.	There should be closer liaison between curriculum committees and faculties of education.	60
22.	The rural school curriculum should be relevant to the rural child and not prejudicial against the rural mode of living.	213
23.	The school and the teacher must become more autonomous in developing and implementing the curriculum.	217
24.	The province should continue to decentralize curriculum development by emphasizing supportive services to	217

districts in curriculum formation, implementation and evaluation.

25. Curriculum must meet the needs of a more mobile leisure-oriented society. 167 217

26. There should be a non-academic emphasis in rural areas. 49

27. Continuity and minimum standards among the provinces should be established to lessen the problem of students who must change schools. Greater uniformity in the university matriculation standards and entrance requirements of other post-secondary institutions would be of help. 296 29

28. The school program should develop skilled thinking and a sense of social responsibility. 154

29. Secondary education should be humanistic rather than technical. 154

30. School experiences should allow children to learn about values. 154

31. National curricula should be developed to overcome migration problem. These will stress processes rather than knowledge. 296 87

32. A true liberal education needs a structured, planned curriculum to cultivate awareness of consequences on actions and inactions. As presently practised, liberal education is seen as exposure to many disciplines and ideas. 274

33. Greater emphasis should be placed on general education including values in the secondary school. 234

34. Secondary school curricula should be more liberal and humanizing. 15 176G 176C

35. There should be more attention given to history and philosophy of the disciplines, especially of science and mathematics. 176C

36. The high school core should be mathematics, physics, chemistry, biology, english and social studies. 296

37. Moral issues should be discussed at school, rather than propagation of dogmatic moral codes. 87

38. Noncredit courses and flexible educational programs for all ages should be given and the costs recognized in the grants structure. 105

39. The high schools should make 'core' subjects obligatory at two levels, to ensure adequate background in the sciences, maths, and humanities. 138

40. The curriculum should include subjects such as political, social, religious and sexual mores. 262

41. There will be greater demands for the teaching of modern languages as instruments of communication, more stress on social sciences. Maths and science will be taught largely by computer. 214

B. MATHEMATICS AND SCIENCE

1. The new math is cumbersome, and difficult for the average or slow child. More time should be spent on teaching basic fundamentals as many children have not mastered them and are hopelessly handicapped. 206

2. There should be two different programs in new math (and science) catering to students of two ability levels. 223

3. High school graduates should have enough science and mathematics to allow flexibility in further studies. 296

C. THE SOCIAL SCIENCES

1. Studies in social sciences will become more important in the curriculum. 87

D. ENGLISH

1. Less emphasis on grammar, and greater emphasis on the analysis of information and group discussion. 196

2. Training in english, writing and the basic disciplines should be improved. 176C

E. VOCATIONAL EDUCATION

1. Vocational education for deprived children as early as 14 would create interest and motivation. 138

2. Suggest that more vocational education high schools should be built. 143

3. Vocational high school programs should not ignore academic studies. 124

4. Vocational education has a place in the high school program. Needs in vocational education include: 118

   (a) Longitudinal studies to determine to what extent objectives are being met.

   (b) Vocational teachers need to keep current in their specialty.

   (c) 10% of inventory is needed annually for replacement and up-grading.

   (d) Curriculum revision, to improve programs.

   (e) A practicum needs to be introduced into the curriculum to give students first-hand knowledge of industry.

5. Vocational subjects should be offered to interest students in hobbies for leisure time. 169 171 194

6. There should be vocational training courses in junior high school for the slower students. 223

7. Vocational education is required to provide technical workers. 151

8. The vocational curriculum should continue to emphasis on learning through specific, concrete and real experiences. 190

9. There will be greater emphasis on industrial arts and vocational education and corresponding demand for teachers in these fields. 214

F. ENVIROMENTAL STUDIES

1. The study of conservation should be added to the curriculum. 165 240 166

2.	There should be an increased emphasis given to enviromental education - (the development and preservation of natural areas to be used as outdoor classrooms).	165 47 145
3.	There should be a sequential course of studies in enviromental education from nursery school through post-secondary.	151
4.	Schools (and universities) should try more strenuously to sensitize pupils to social and physical enviroment.	176G
5.	There must be education directed at the elimination of war, pollution, poverty, squalor and towards the preservation of natural and human resources.	214

G. COMMUNICATION-INTERPERSONAL RELATIONS

1.	There should be emphasis on interpersonal relations, communication, sensitivity to others.	237 29 154 165 133 125 105 170
2.	Public speaking, oral expression, should be emphasized from elementary level upwards.	206
3.	There should be a multi-disciplined generalized course in human behavior.	151

H. HISTORY

1.	Schools should devote more attention to the history of Canada's native peoples.	27
	This would contribute to the rehabilitation of the Indian, Metis and Eskimo peoples and a change in attitude toward them. Restore the self-esteem of these disadvantaged people.	27
2.	There should be greater emphasis on Canadian and Western Canadian history.	151 145
3.	There should be more Canadian content in history in every grade.	240

4.	There should be less emphasis on English history.	196
5.	A general history of major European countries should be taught.	196
6.	Canadian history and geography should be taught in a more efficient way.	196
7.	An emphasis on current affairs should be made.	196.

I. DRIVER TRAINING

1.	Driver training should be included as a credit course in Alberta high schools including junior high schools.	208 206
2.	Driver education should not be a taxpayers' expense nor taken on school hours. The school should attempt to engender good driving attitudes in other courses.	151 20

J. RELIGIOUS EDUCATION

1.	Religion should be a credit course to count toward the high school diploma.	98 299 95 96 109 82
2.	Courses in comparative religion should be introduced in the regular school program.	49

K. PHYSICAL EDUCATION

1.	Physical education should be emphasized, and qualified teachers and adequate equipment made available.	196 166
2.	There should be 30 - 40 minutes devoted each day to physical education for all grades.	243 196
3.	There should be emphasis on physical training - games and individual activities.	49 165
4.	There is too much emphasis on competitive sports and too little on physical education.	57 99

L. SOCIAL STUDIES

1. The social studies curriculum should include: 134

   (a) The examination of social policy questions, primarily of the "what ought to be" or the "should" variety.

   (b) The development of increasingly sophisticated inquiry processes.

   (c) The inclusion of "social" mathematics at all levels of the curriculum.

   (d) The development of the area of post-inquiry student activity ie: decision making and overt action on problems studied.

   (e) Reorganization of university undergraduate programs for future social studies teachers consistent with the preceding objectives.

   (f) More realistic working conditions in the schools in light of the increasing shift in responsibility for curriculum development from the Department of Education to the teacher.

   (g) Expanded inservice programs for social studies teachers.

2. There should be more concern with world problems. 135
   142
   148

M. THE HUMANITIES

1. There should be greater emphasis on the humanities. 165
   280
   50

N. FINE ARTS

1. There should be some form of drama, (creative dramatics) in the elementary curriculum. 115

2. Music has been neglected. 166

3.	Greater emphasis should be given the entertaining arts.	165
4.	A higher status should be given art education.	115
5.	Drama and music should be emphasized from the elementary school.	206
6.	The fine arts should be emphasized.	280
7.	There should be more emphasis on the creative arts.	263
8.	There should be promotion and development of the drama program at secondary level with regard to personnel and facilities.	115

O. FAMILY LIFE EDUCATION

1.	Family life education should be taught by properly qualified teachers.	103 106 123 135 138 140
2.	Sex and family life education should be taught in all grades from grades 3 or 4.	50 196
3.	To equip teachers in the field of human relationships the Department of Education should establish "Group Process Family Life Education Seminars" and all teachers should be obliged to attend one seminar at least every 3 or 4 years.	238
4.	Parents should be involved in study groups to acquaint them with curriculum content. Teachers should have opportunity to visit homes.	238
5.	More printed material and catalogues of films, tapes etc. should be compiled.	106
6.	A credit course should ultimately be developed, planned by students and parents of a given community.	106
7.	The Department of Education should adopt a policy of family life education in the entire school system, integrated in the regular curriculum from primary school through college and university.	102

8. There should be sex and birth control education in the high schools. 186

9. The school must move laterally, to dissolve its artifical separations from the home and the community. The process of living cannot be divorced from the process of learning. 174

10. There should be emphasis on group influence on the individual, and self-understanding. 106

11. Schools should not invade the privacy of the individual by assuming social functions now associated with family and community. 265 266

12. The school should not assume the right to the total development of social responsibility. 266

13. Education for family living and parenthood should become an integral part of the total education program. 230

14. No one family pattern should be set up as that of greatest value, but rather a diversity of family patterns should be encouraged so that the family can make the greatest possible contribution to society. 230

15. The curriculum in the public school system should be designed to assist the individual to live in a world of changing concepts and provide the opportunity for study, discussion and critical evaluation of these concepts in order that wise personal decisions may be made on the basis of knowledge and understanding. 230

16. Since prevention of individual and social problems is better than cure, and since preparation is the first step toward prevention, since the family or family unit is of primary important in the initial development of habits, attitudes and values, it is recommended that educational programs direct attention to the factors which promote positive attitudes to life, promote individual and social adjustments, and that such programs be developed in cooperation with the home. 230

17. School programs should include the study of nutrition in appropriate courses. 230

18. School programs should include study of consumer education in appropriate courses. 230

P. LANGUAGE STUDIES

1.	French should be taught from grade 2.	196
2.	A second or third language could be taught at an early age (as early as kindergarten).	257 123 78

Q. CONSUMER EDUCATION

1.	Consumer education should be incorporated in one of the compulsory subjects such as mathematics.	230 238

R. GEOGRAPHY

1.	The use and interpretation of maps of intermediate scale, basic concepts in physical geography, selected aspects of human geography should be taught at secondary level.	89

S. INDIAN EDUCATION

1.	Any reference to religion in connection with education in the Indian Act should be deleted.	83
2.	Federal schools and integrated schools should provide remedial courses in reading, language and mathematics.	83
3.	Native languages and oral French should be taught in Indian schools.	83
4.	Native languages should be taught as alternatives to compulsory French.	146
5.	Ethnic groups should be given opportunity to study their own languages, culture and religion.	122
6.	There must be a major change in curriculum to meet the needs of Indian children. Reliance on textbooks oriented to white middle class life should be replaced by an emphasis on concepts.	78 49 155

7.	Teachers of Indian children must be aware of the Indian's philosophy of life. As Indians have difficulty with abstract thinking, the curriculum must include a judicious mixture of the skills of the Indian and the skills that he must learn to be a member of the wider society.	165
8.	There should be emphasis on handicrafts, native arts and crafts, home economic skills and Indian history that has been approved by consultation with the Indian leader.	201

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A. EXAMINATIONS

1. There should be no grades, exams, or compulsory subjects. 253

2. Examinations and certificates should be abolished or less emphasized. 97 135 132 136 168 299 252 250 253 279

3. Different methods of evaluating students' abilities should be emphasized:

   (a) University entrance examinations. 135

   (b) Individual teacher recommendations. 45

4. Province-wide examinations will go. Schools will be accredited and post-secondary institutions will set up their own entrance requirements. There will be greater co-operation among post-secondary institutions with respect to admission policies. CEEB or SACU-type examinations will be developed for inter-provincial transfer of students, as an aid to quality control and as an aid to selection. 214

B. STUDENT TEACHER RATIO

1. There should be a maximum of 18-20 students per teacher. 196

2. Secondary classes should be restricted to 25 students. 296

3. The student - teacher ratio should be reduced. 146

C. THE INDIVIDUAL STUDENT

1. Teaching and learning methods should be centred on the individual. 279 135 215 185 250 217 118 280

2. New methods should be developed to evaluate the progress of the individual and assess the work of the teaching and learning process and methods. 185

3.	The trend to individualization should not obscure the need for group loyally in our society.	154
	Skills and attitudes needed for co-operation and interaction must be fostered along with individualized education.	152
4.	Individualized instruction should be introduced in all grade levels at the same time.	60
5.	There should be more freedom for students to explore their own interests as a means of encouraging critical thinking.	250 113

D. THE LEARNING SITUATION

1.	Higher levels of the cognitive and affective domains must be stressed.	217
2.	Learning should be perceived as purposeful inquiry rather than the assimulation of facts.	76
3.	'General' educational learning experiences should include a breadth of experiences which appeal to individual differences in abilities and preferences.	190
4.	The emphasis should be on teaching people how to learn, not on the mastery of subject matter.	293 250 167 142
5.	The emphasis should be on the basic tools of learning and human relations.	143
6.	The task of imparting information will be relegated to kits and aides. The teacher will be freed to work on higher levels of thinking and on human relations.	125
7.	We must move away from the traditional "classroom unit"; but it could be the base for learning.	88
8.	Some learning activities might be contracted out; within or outside the school environment.	261
9.	We should not foist too many of our adult responsibilities onto children, thus creating stress.	265
10.	The total physical resources of the community should be used in the education of its children.	76

11. There should be much more group discussion.	196
12. Teaching will be at higher levels of thinking. It will be developing the individuals' own talents in the intellectual, affective and psychomotor domains. Human and social relations will be an important aspect of teaching.	125
13. The future will bring curricular kits, less sitting and listening, more individualized and self-directed study, more small-group activity and more out-of-school learning.	125
14. Cultural continuity should be an important element in pre-school and primary education.	141
15. There should be a gradual development of more effective and efficient staffing practices where there are appropriate numbers of professional and support staff in the schools to provide the best possible teaching and learning situation.	118
16. There should be more field trips and outdoor exercises.	103 252
17. Learning should take place through many media. Innovations should be accompanied by adequate evaluation and inservice work with staff for full use of the media available.	118
18. Individual responsibility for learning will increase, and the traditional teacher - pupil relationship will disappear.	24
19. Students must be involved in evaluation.	217
20. Facts which can be readily stored and retrieved and irrelevant material should be removed from the curriculum.	215

E. GRADING - NON-GRADING

1. The grading system should be discontinued to allow individual progress. (non-gradedness)	158 206 252 132 29 142 78 146 76
2. A self-instructional learning system would make it possible for each student to follow the program he needs and to do it at his own speed.	160

F. HUMANIZING EDUCATION

1.	There should be an effort to humanize education.	279 135 118
2.	Schools will need to become socializing institutions to overcome urban pressures. Teachers will become surrogate parents.	87

G. TEACHER ASSIGNMENT

1.	Teachers should teach only the grade levels for which they have been prepared.	176C 296

H. INSERVICE EDUCATION FOR TEACHERS

1.	Inservice education for teachers will disappear because it will be part of teaching; teachers taking courses, conducting research, working with experts on projects, keeping up to date.	125
2.	The upgrading of teachers should be localized and leadership in this area should be provided on a provincial level. This upgrading should be mandatory. It may be a project for the regional offices of the ATA or the Department of Education.	121
3.	School Boards and the provincial government should assume some responsibility for the inservice training of rural teachers. Local inservice training must be increased significantly.	49
4.	Inservice courses for teachers should be instituted in the field of family life education to provide training for present teaching staff.	230

I. THE EDUCATION OF NATIVE CHILDREN

1.	The Cree language should be used as the language of instruction in schools operated on the reserves - up to grades 1 or 2.	166 155

2.	A native teacher should be appointed to take the first grades in schools with Indian children.	155
3.	The possibility of Headstart Programs in rural areas where there are language and cultural difficulties should be investigated.	93

J. EDUCATIONAL TECHNOLOGY

1.	There should be more educational programs on T.V.	93 140 143
2.	The use of the T.V. medium in the education of teachers and students should be expanded.	49 100
3.	There should be greater use of computers in schools for instruction.	176C
4.	There is need to test, evaluate and possibly accept continued revolutionary changes in education.	280
5.	Research in educational technology and its suitability to meet the needs of country schools should be conducted.	280
6.	There should be greater use of technology in teaching including a wider use of Audio-Visual aids.	250

K. THE CHANGING ROLE OF THE TEACHER

1.	The teacher will not function as a knowledge-giver but as a consultant or resource person who fosters, rewards and guides the development of imaginative and creative thinking.	157
2.	Teachers will have a voice in all decisions which affect the practice of the school.	125
3.	Autonomy, self-direction, curricular selection, freedom from administrative directive will characterize teaching.	125
4.	The principal will stimulate and coordinate rather than direct and regulate.	125
5.	The teacher will be freed to concentrate on individual	167

student needs. Mechanical and electronic devices will provide much of the instruction.

6. The role of the teacher will change from that of a transmitter of the value systems of the dominant groups in society to that of a guide to student enquiry and post-enquiry activity. 125

7. Teachers will become 'communicators' or 'stimulators' and fade into the learning groups as 'senior learners'. 262

8. CAI will place greater demands on the teacher to produce 'software'. 214

9. Teachers will have to be group leaders, planners, team members, sensitive to personal and social and aesthetic needs of pupils; they will have to relate better to students, parents and the public. They will have to know research techniques and interpret research findings and be experimental in developing programs based on these research findings. 214

L. THE TEACHING OF READING

1. Only highly qualified people who have special training in primary grades should be allowed to teach children in their first three years at school, so the identification of dyslexia and other problems can be identified. The teacher/pupil ratio in these classes should be 1/20. These teachers should have sufficient free time to enable them to prepare tests (eg. auditory perception) to identify potential problems. 146

2. Clinical help should be available for the difficult dyslexic cases. 146

3. Remedial work at junior and senior high school level is relatively ineffective. 146

4. Much additional reading material should be provided in first three years with emphasis on material for the 'reluctant reader'. 146

M. ORGANIZING FOR INSTRUCTION

1. The teaching team must become the recognized basis of organizing the staff for instruction. 217

2. Teacher specialists must become more available to the teacher and to the teaching team. 217

N. SECOND LANGUAGE INSTRUCTION

1. Second language instruction in rural Alberta is needed for an understanding between the two major groups. 280

2. French should be taught not as a foreign language but as a language of Canada. 286

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A. EVALUATION AND PAYMENT OF TEACHERS

1.	The teaching profession must evaluate the performance of its members.	164 76
2.	The profession itself should identify and remove the lazy, the inept and the incompetent teacher.	154 76
3.	Individual teachers or groups of teachers should have the right to make direct representation to the government.	76
4.	Zone, or provincial bargaining should replace the present system.	76
5.	Merit pay for teachers should be introduced.	187
6.	The Foundation Program Grant should be the same for all level (elementary and secondary) so that specialists can be hired at the elementary level for reading, testing, counselling.	165
7.	Recommend Provincial Teaching Pay Scales.	218
8.	Teachers of exceptional ability should be given recognition by setting up a classification of 'Master Teacher', with opportunities commensurate with those afforded in the area of administration.	139
9.	Teachers should be categorized in the area of classroom ability and performance as well as by academic qualifications.	139
10.	Good teachers should be rewarded and poor teachers penalized, irrespective of their training.	206
11.	Teachers' salaries should be competitive with the business community.	78

B. RESOURCE PERSONNEL

1.	More professionals - clergy, politicians, doctors, lawyers - should be able to conduct question sessions at the school.	135
2.	Community participation in school programs should be encouraged.	122 170 (?)

3. Greater participation of lay people in educational affairs, as resource personnel and in sharing in decision making and financing. 78 120

4. Regular live performances by professional musicians should be encouraged in the schools. 38

5. The human resources of the community should be utilized in the educational process of the community. 266 185

6. The skills of retired people could be used by teachers. 87

C. PARA-PROFESSIONAL PERSONNEL

1. Greater emphasis should be placed upon hiring para-professional personnel. 29 99 159

2. Teacher aides for help in remedial reading classes need to be carefully chosen. 258

3. The teacher must have a voice in determining the functions and training of teacher aides. The teacher should retain the right to determine what are the non-professional tasks for the teacher aide. 163

4. Para-professional people should be employed in some areas of the school program, including the act of teaching, especially people who are skilled in the fine arts and vocations. 94 207

5. Pressure must be put on boards and teachers' associations to use professional artists in the school system. 256

6. In favor of the teaching aide as long as she does not undertake teaching duties. 145

7. The classroom aide has a place in the education team. He should have appropriate skills and training and be a person who is warm and empathetic. 118

8. Qualified people should be allowed to give music instruction in the schools even though they lack formal teacher training. 38

D. TEACHER UTILIZATION

1. There should be room for free-lance teachers to sell their ideas and abilities at a fair market value rather than on a negotiated wage scale that treats all teachers as equal in teaching ability. 76

2. Professionals should be encouraged to develop curricula and submit them for consideration. 76

3. There should be opportunity for trained and qualified women to take part-time teaching without sacrificing home priorities. 76

4. There should be more male teachers in the elementary schools. 87

5. The use of subject area co-ordinators is opposed on the grounds that teachers are professional people and should be able to make their own decisions. 209

E. SCHOOL ADMINISTRATORS

1. The training and placement of administrative and organizational staff should be segregated from teacher training and placement, to: 185

   (a) Identify each area as a separate professional specialty.

   (b) Reward excellence.

   (c) Recognize the competence of other professions in the administrative and organizational fields.

2. Social science oriented individuals from professional disciplines other than teaching should be employed as superintendents, principals, guidance counsellors. 159

3. The principal must become an educational leader who recognizes the expertise of his staff and who must facilitate the instructional process. 217

4. The principal must become more involved in public relations. 217

5. The roles of principals and superintendents should be clearly defined. 97

6. The universities must become more relevant in training principals - a more specific principalship training should be available. 268

7. The principal must be accorded frequent opportunity to remain relevant; ie: sabbatical leave at fixed intervals. 268

8. The principals must not be replaced by business managers. 268

9. The principal must be supported in his efforts to develop the curriculum in his school as he sees fit. 268

10. The principal must have a major say in the staffing of his school - including dismissal. 268

11. The administrator will have to be a facilitator, a human relations expert, a person sensitive to society and its needs. Greater trust and confidence will have to be placed in administrators. 214

F. SCHOOL COUNSELLORS

1. School student personnel staff should be in the ratio of one counsellor for each 250 students. In the elementary schools the movement is toward one counsellor for each nine teachers. 145 140 133

2. Educational standards for those employed in student personnel services should be at graduate level. 133

3. Provision should be made for availability of consulting psychiatrists in schools. 133

4. The social worker should be part of the school team in order to effect better liaison between home and school. 133

5. Need for counsellors, psychologists, speech and reading therapists, and for facilities. 145

6. Elementary schools need more specialist and guidance personnel. 221

7. There is a need for more trained personnel in areas of personal counselling and vocational guidance. 29

8. The regions of Alberta should have their own pre-post secondary education counsellor, responsible for counselling 295

in post-secondary institutes without being involved in individual case work. 295

9. One of the counsellors from each high school should be strictly a pre-post secondary counsellor, who should be on an equal level with the regional counsellors, and all pre-post secondary counsellors should be hired by the same branch of government. 295

10. Professional guidance personnel who are community oriented as well as student oriented should be employed. 159

11. Counsellors in schools should be involved in policy-making decisions. 133

12. In large schools an assistant administrator should be in charge of student personnel services and should have training commensurate with that position. 133

13. Consideration could be given to the deployment of the social worker as a part of the school team to effect better liaison between the home and the school. 133

14. There should be resident psychologists in school for the retarded. 49

G. HIRING AND FIRING TEACHERS

1. Local school boards should have the authority to hire and dismiss teachers with 30 days' notice. 132

H. TEACHERS OF FAMILY LIFE EDUCATION

1. More stress should be placed on the qualifications of teachers who present courses in family life education. 106

I. PERSONNEL IN INDIAN SCHOOLS

1. School committees and/or band councils should share in the hiring and dismissal of teachers. 83

2. The Government should train and hire native student counsellors. 83
146

3. More teacher aides are needed in Indian schools. 83

4. The teaching of Cree - more Metis should be employed as teachers in the school system. (Beaver River) 171

5. There should be more native truant officers with special training. 201

6. Education guidance counsellors are required in Indian schools, who should involve the parents in discussion on children's problems. 201

7. The staffing of kindergartens and nursery schools on the reserves should be by native women who have special training and who have been selected on the basis of interest, ability and aptitudes rather than on grade standing. 201

8. More positions must be opened in the educational field for native peoples - teacher aides, counsellor aides, welfare aides. Special training programs should train native teachers, vocational instructors, principals and inspectors. 201

J. CHOICE OF TEACHERS

1. Junior and senior high schools should be reorganized to operate as service industry with students as customers and teachers as professsionals supplying service. This implies freedom on part of students to choose their teachers. 143 140

K. AUTHORITY OF TEACHERS

1. The teacher needs more authority to carry out his responsibilities. Teachers should be given increased legal protection. 161

L. TEACHERS IN DEPRESSED AREAS

1. Educators should be adequately prepared for service in depressed areas by experience with local conditions and by knowledge of the behavioral and social sciences. 141

M. TEACHERS' RETIREMENT

1. Teachers should be able to retire after 25 years' service and the pension scheme adjusted accordingly. 151

N. INSERVICE EDUCATION - TEACHERS' RESPONSIBILITY

1. Teachers have an obligation to maintain their competence and professional quality. 266

O. TEACHERS OF BILINGUAL CLASSES

1. There is a need to provide for the professional development of teachers, experienced and inexperienced. 130

2. There is a need for encouraging and facilitating the recruitment of teachers from French-speaking provinces or countries. 130 166

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A. BILINGUALISM

1.	There is a need for texts written in French for bilingual schools.	130 66 71
2.	Teachers of bilingual classes should have fewer pupils and use of aides.	71
3.	Teachers in training at the University of Alberta should be able to receive instruction on teaching in French.	105 71 197
4.	Good salaries should be offered teachers in French to come to Alberta from other parts of Canada.	71 130
5.	A French T.V. channel is needed.	105 71 72 197
6.	A relay station is needed to take Channel 11 programs to bilingual regions of the province.	71
7.	The Department of Education should facilitate the attendance at bilingual schools of all children who desire a bilingual education.	72
8.	Special kindergartens should be established to prepare children for entrance into bilingual classes.	84 71 197
9.	The Peace River area should be recognized as a bilingual district.	197
10.	Federal funds should be provided for proposed bilingual districts.	72 197
11.	Adequate supervisory personnel should be appointed to implement proposed bilingual programs.	197
12.	Consideration should be given to establishing adult programs for continued bilingual education.	197
13.	Where numbers are insufficient for the establishment of a bilingual French school, bilingual French classes should be established in English schools.	84
14.	There is a need to examine the present administrative	130

boundaries, taking into consideration the urbanization trends of the day, for the purpose of recommending more viable units of instruction.

B. COMMUNITY SCHOOLS

1. The school should be the cultural and recreational heart of each community. 263
They should be available for community use after school hours for recreational, leisure and educational activities (facilities). 193 152 196 202

2. Community school directors should be appointed to work in pilot projects to develop the community centre concept. 185

3. Suggested features for the community school: 158

   (a) Opportunity for full community participation.

   (b) Democractic participation available for all.

   (c) Opportunities for early childhood education.

   (d) Individualized programs.

   (e) Non-compulsory attendance.

   (f) Provision for flexibility.

   (g) Self-evaluation coupled with professional evaluation.

   (h) No failing.

   (i) Individually determined progression.

   (j) Opportunities to study any area to any depth.

   (k) Each school has control over its own monies.

   (l) Democratic allocation of school money by representatives from each school.

   (m) The teacher's role is to be that of a resource person, co-ordinator, initiator, stimulator, and instructor when asked by the students.

   (n) The principal's role is that of a co-ordinator.

C. EDUCATION OF THE HANDICAPPED

1. General:

(a)	Early learning disorders have been insufficiently researched and treatment and diagnosis centers have not received adequate attention.	221
(b)	Children from environmentally impoverished homes should be given compensatory education from the age of four.	263
(c)	Exceptional children should be integrated with normal children in school situations as much as possible.	29 105 131 145 153
(d)	Centers for diagnosing emotional, physical and learning problems should be established in various parts of the province to ensure that proper corrective treatment is provided.	127
(e)	Grants should be made available to local boards from the Foundation Fund Program to allow for the hiring of special personnel and for special accommodations for their education at local level.	128
(f)	Special per-pupil grants should be made available to schools which have developed special programs for exceptional children.	128
(g)	Should be province-wide coordination of programs for exceptional children.	128 127
(h)	The Head Start Program should be part of the school curriculum and should be supported by the School Foundation Program.	118
(i)	Special programs should be established to assist students who are handicapped due to language, economic, ethnic or racial background.	167
(j)	There is a need to ensure employment for retarded students after leaving school.	187
(k)	Equal opportunity and access for handicapped children will require knowledgeable and skilled personnel.	185

2. Children with brain damage handicap.

(a) There should be special provision made for children who can be placed neither in the Public School System nor in an institution for retarded children. No such facility exists in the province. 56

(b) Grants normally payable in respect of children who are attending regular schools should be made available to parents of children for whom no educational institution is available if they are able to supply a reasonable amount of instruction specifically designed for the needs of such children. 56

3. Cerebral Palsy.

(a) The age specification for treatment should be from 18 months to 21 years. 10

(b) Readiness programs should be initiated by school boards at age 3 and continued to age 21. 10

(c) School boards should encourage specialized teacher training. 10

(d) The Special Education Division should become involved in the assessment of financial assistance to the program at the Cerebral Palsy Training Centre. 10

4. Hearing Disabilities

Recommendations: 65

(a) The provision of diagnostic facilities easily accessible to all.

(b) Substantially increased financial assistance to pre-school programs.

(c) Financial support for, or provision of parent-training services.

(d) A concentrated program to train teachers.

(e) Recognition of the extra demands and training required of teachers of the handicapped.

(f) The provision of sufficient facilities - classes, teachers, and equipment to meet the demand, and furnishing of the cost of bringing the student to the facility.

(g) The use and employment of other personnel to complete the education into the working field.

(h) The encouraging of higher education for the handicapped.

(i) Government sponsored investigation of mechanical amplification equipment and adequate funds to make it available to all schools which should be employing it.

(j) The study and implementation of programs for the multiple handicapped hearing impaired, both during regular school years and adulthood.

5. Children with learning disabilities.

Recommendations:

(a) That inter-agency, inter-discipline and parental cooperation to serve the needs of children with learning disabilities be provided for in educational planning. 137

(b) That the structure of the Provincial Guidance Clinics be extended to include personnel with a background of education training on all assessment teams. 137

(c) That the Human Resources Research Council foster research by persons interested in the problems of children with learning disabilities. 137

(d) That educational finance regulations be changed to encourage greater emphasis on early childhood education. 137 180

(e) That school systems be encouraged to employ educational specialists to assist teachers in the recognition and treatment of learning disabilities in the kindergartens and primary grades. 137

(f) That systems of special classes be retained for children beyond the primary grades until suitable arrangements for dealing with problems of children with learning disabilities in the regular school setting are made. 137

(g) That teacher education programs be reorganized to provide for greater contact between student teachers and model teachers and individual students. 137

(h) That, in teacher education, added emphasis be placed on greater competence in using and teaching communication skills. 137

(i) That organization of schools be revised so as to provide for individualized instruction and unique programs of study in the regular school setting for children with learning disabilities. 137

(j) That investigations into the possibility of better use of community resources to provide for individualized instruction be fostered. 137

(k) Teacher grants should be made available to private schools for educationally-handicapped children. 180

(l) Parent education should be made available through counselling services in order to understand their educationally handicapped child. 180

(m) A residential school in Alberta for children with dyslexia is needed. 18

6. The perceptually-handicapped.

The term "perceptually-handicapped" is used to describe these children:

"Children with special learning disabilities exhibit a disorder in one or more ways of the basic psychological process involved in understanding or in using spoken or written language. These may be manifested in disorders of thinking, listening, talking, reading, writing, spelling or arithmetic. They include conditions which have been referred to as perceptual handicap, brain injury, minimal brain dysfunction, dyslexia, development aphasia, etc. They do not include learning disabilities which are due primarily to visual, hearing or motor handicap, mental retardation, emotional disturbance or to environmental disadvantage." 170

Recommendations:

(a) That the Department of Education, Health & Welfare, City School Boards and medical professionals in Alberta make a co-ordinated effort to meet the diagnostic, treatment and educational needs of the perceptually handicapped child and their families on a constructive and continuous basis. 170

(b) That a specific team, including psychologists, pediatric neurologists, optometrists, speech, hearing, and occupational therapists be established to diagnose those children which may be perceptually handicapped. 170 180

(c) That all teachers, principals, and supervisors, as well as their school boards, teacher's associations and parent-teacher organizations, be made aware of this problem in all its dimensions. 170

(d) That programs be established at preschool, elementary and intermediate levels for perceptually handicapped children, that special classes be set up where required, and qualified itinerant personnel be used to deal with children with less severe problems. 170

(e) That kindergarten and primary teachers be trained to administer the required gross tests to all children entering school, and that some personnel be trained to score the tests carried out. 170

(f) That courses in this area of special education be made available to guidance department personnel and teachers on a regular basis. 170 180

(g) That children with diagnosed perceptual handicaps be allowed oral exams, private exams, type-recorded notes, audio-visual aids, and other such aids that will help them proceed with their education. 170

(h) That children at secondary level with diagnosed perceptual handicaps but of otherwise required intelligence level be provided with modifed courses leading to university training. 170

7. The mentally retarded.

(a) A Regional Special-school Board with power to requisition directly upon municipal taxing authorities for sums beyond those receivable from the School Foundation Fund and the Department of Education would be preferable to present arrangements. 242

(b) Sheltered workshops for the older mentally retarded child should be established on a regional basis, supported by municipal and/or school authorities and subsidized by the provincial government. 242

(c) Rural areas should be provided with resident educational psychologists. 195

(d) The Department of Education should take responsibility for the education of the mentally retarded until they are 21. 145

8. Speech Disabilities.

(a) Speech therapy is better and more easily achieved within school systems rather than in clinics or hospitals. 278

(b) One fully qualified clinician plus one speech aide could handle 100 communication-handicapped children. 278

(c) 300 - 400 clinicians will be needed by 1977. Procurement should be hastened by: 298 278

i) Recruitment from other countries or provinces.

ii) Training at the University of Alberta accelerated.

iii) The establishment of another department of Speech Pathology and Audiology at another Alberta university.

(d) All new schools should have a special area set aside for speech and hearing services. 278

(e) Fully equipped speech buses should be provided for rural areas. 278 298

(f) Each teacher-in-training should be required to take one course in elementary speech corrections to make her aware of the problems and how to handle them until a clinician can take over. 278

(g) Teachers in training should undergo speech and hearing screening. 278

(h) A committee directly responsible to the Minister of Education should be established, its task to work with the Minister to recommend ways and means to implement the Speech and Training Program needed in the schools. 278

(i) The present requirement of an Education qualification in addition to speech pathology and auditory training severely limits the number of personnel that can be employed. Such a stipulation should be removed. (as in Calgary) 298

(j) Aides drawn from local communities should be given formal training before beginning work. 298

9. Visual disabilities.

(a) The education of the visually-impaired child in institution-type schools is outmoded. They should have the opportunity to grow in association with sighted children in a normal environment. 59 267 269

(b) There is urgent need to provide the necessary facilities in Alberta within the existing school system, or failing that in a special school with residential facilities. 269

(c) Itinerant teachers and teacher aides should be provided. 59 267

(d) More teachers of the visually impaired are needed. 267

(e) Teaching and learning aids are needed. 267

(f) A central registry of the visually impaired, with compulsory registration should be established. 59 267

(g) An itinerant teacher for rural schools where Braille students are attending should be appointed. 58

(h) Braille or taped texts and large-type Alberta textbooks should be made available at the beginning of each school year. 58

(i) Facilities for the training of retarded blind children should be established in a community setting where there is strong psychiatric and social service support. 58

(j) A school for the partially sighted but not legally ($\leq$ 20-200) blind should be established and opened to children from the whole province. 58

(k) Bursaries and scholarships should be offered to encourage students in the Faculty of Education to specialize in the field of the blind student. 59

D. INDIAN EDUCATION

1. Indian people should have representation on school boards or committees in areas where Indian or Metis children are attending the schools. 115 166 201

2. Representation should be obtained through the right to vote for the representative of the district. 83

3. The franchise for electors and all privileges that accompany such franchise should be broadened to include parents of all children attending a school after 6 months of such attendance; this to include parents from Indian reservations and unorganized territories. 145

4. School Act and Departmental regulations should make provision for Indian reservations to become school divisions or part of divisions, and the residents of such reservations should be accorded all the rights and privileges of other Canadians with respect to forming school boards and becoming full-fledged electors and trustees. 145

5. Provision should be made for children of immigrant workers to receive education; in summer schools, travelling school, or by some other arrangement. 145

E. PARENT BODIES AND SCHOOL BOARDS

1. The A.F.H.S.A. should have representation in Curriculum Advisory Committees, Teacher Certification Committees, and all Committees in the Health, Recreation, Welfare and Educational fields. 145

2. A small fee should be levied all parents for the support of the A.F.H.S.A. and area councils. 145

3. An alternative to the existing system of local school government should be considered - ie: professional school trustees. 263

4. Local and urban boards should have as much autonomy as possible. 145

5. Greater co-operation is needed between city councils and school boards. 87

6. Supervision should be centralized so as to enhance local school autonomy. 262

7. The role of the Board of Trustees should be diminished. Trustees should be prohibited from sitting for more than two consecutive terms (6 years). The ward system for election of trustees should be adopted. Age for being a candidate should be reduced to 19. The possibility of 262

serving simultaneously as school trustee and municipal councillor in the same jurisdiction should be eliminated. School Board meetings should be televised.

8. Boards have a responsibility to the public to make known the type of education being offered. A closer communication with other educators and greater interaction with the public should be stressed. 158

F. PARTICIPATION AND COMMUNICATION

1. Local advisory boards consisting of parents, students, teachers, and trustees should be formed to provide effective communication between school and parents. 262, 103, 29, 48

2. More ways must be found to involve parents and citizens in the education of their children. 51, 158, 29, 145, 263, 99, 159

3. Those in education have a responsibility to the public to keep them informed on current happenings in education. 159, 239, 263

4. Students and teachers must be involved in decision making to a greater degree. 214, 254, 250, 252, 262, 125, 279, 167, 159, 297, 261, 87

5. An educational ombudsman is needed. 29, 145

6. Machinery should be set up at local level to settle disputes among parents, older students and school officials. 145

7. There should be student representation at school staff meetings. 262, 140
There should be student and teacher representation on school boards 136, 159, 262

8. The Federal, Provincial and Municipal governing structures should be revised to insure local autonomy in the decision-making process. 185

9.	New methods are needed to ensure that community demands and requirements are met.	185
10.	Community participation is needed to meaningfully adapt programs to meet community needs.	88 262
11.	There is a need to involve children and their parents (and other adults in the community) in some kind of group in which help can be given in the forming of children's attitudes.	204
12.	School administration should provide a more informal school atmosphere with less systematization.	250
13.	Pupils' files should be open to the pupils.	279.

G. PRE-SCHOOL EDUCATION

1.	Pre-school education is a provincial responsibility.	118 57 122 64 129 74 139 33 145 196 163 299 188 185 227 83 215
2.	Kindergartens should be an integral part of the school system.	132 53 138 54 140 63 142 74 169 29 50 261 221 200 176B 78
3.	Pre-school education should be universally available but optional.	167 196 63
4.	Pre-school education should not be part of the present school system, but a community project, or an inter-agency project so that involvement of parents is fostered early.	167 48
5.	Mobile pre-school clinics could be provided to serve rural areas.	167 29

6.	Pre-school education should be free.	145 129 188 118 62 163 122 139
7.	Pre-school education should be available to all 5 year-olds.	62 63 118 176B 176C
8.	Pre-school education should involve parents.	9 200 110 185
9.	French kindergartens should be established and maintained by the school board with government assistance where parents wish to have their children educated in French through elementary school.	71 197 84
10.	Provision should be made immediately for the training of qualified kindergarten teachers.	33 200 110
11.	Volunteers should be used to help operate pre-school and neighborhood programs.	200 110
12.	Should be provision for thorough medical examination at pre-school level.	145 62
13.	Pre-school instruction by T.V. should be made available in places where kindergartens cannot be established.	188 48 49 29
14.	Should be provision for early admission of pre-kindergartens, especially those from deprived homes.	176B
15.	Programs in kindergartens should stress enrichment; differentiated to meet the needs of individuals.	176B
16.	There should be continuing research and analysis of research conducted elsewhere.	176B
17.	Children should attend nursery schools at age 3 and 4.	176C
18.	In isolated northern communities where the majority speak a language other than English, pre-school programs are a desirable prelude to Grade 1. Adequate finance should be made available and the project should be under the direction of the educational authority in the area.	211

19. Opposed to pre-school education. 266, 263, 30

20. There should be a controlled meeting ground for children from the age of 2½ to school age so that differences that might appear in later school years can be eliminated. (concern for the early school leaver.) 204

H. PRIVATE SCHOOLS

1. Cooperation based on equal partner relationship, resulting in shared services and facilities will make equality possible while preserving a diversity of approach to education. 50, 288

2. Parents should have the right to choose between public and private schools at public expense. 247, 263, 154, 6, 292

3. There should be private school representation on Government bodies dealing with education. 288

4. Legislation should provide for the possibility of a number of teachers' associations with equal legal status representing various groups of teachers. 288

5. - And collective bargaining machinery allowing for the adoption of a single collective agreement. 288

6. The government should collect and maintain data on private schools. 288

7. Greater assistance should be given private schools to increase competition. 187

I. RURAL EDUCATION

1. Centralization of educational facilities. 31

   (a) Centralization of education is necessary to eliminate differences between urban and rural educational opportunities. 136, 196

(b) Residences (dormitories) should be attached to centralized schools. 140 121
Special grants should be available for residences. 183 159

(c) Centralization should be restricted to higher grades or specialized programs. 183 143

(d) Centralization should not deprive minority groups of rights and prerogatives. 105

(e) Educational boundaries:

i) Detailed survey necessary, and revisions made that are based on educational considerations rather than municipal boundaries. 121

ii) School district boundaries must be viewed at provincial level and not left entirely in local hands. 142

iii) Recommend abolition of Divisional boundaries so students can be bussed to centralized schools within a reasonable distance of where they live. 183

2. Decentralization of educational facilities.

(a) Centralization has gone far enough. 30 235 166 227 244 120 132 48

(b) The small high school has advantages. 79 142 103

(c) Concern for the fatigue of long bus journeys. 236 286

(d) More use of T.V. and mobile facilities rather than development of large centralized schools. 48 30 33

(e) The centralization of schools should be retarded until the residential pattern in rural areas has been definitely established and until some measure of the social costs of centralization has been calculated. 234 28

(f) Recommendations:

To benefit the small high school:

i) Abolition of the credit system. 142

ii) Teaching load less than 25 - 1. 142

iii) Special grant formula to make the continuance of the small high school possible. 79 79A

iv) Semester system. 198

v) Greater decentralization of control. 198

vi) Extension of MEETA to outlying areas. 49

(g) If the small rural school is to remain: 224

i) School building and equipment will have to be upgraded.

ii) Incentives provided to attract better teachers.

iii) Working conditions for teachers improved.

iv) Specialist personnel hired and

v) Resource centres extended.

3. General recommendations: 191

(a) The Provincial Government should establish a provincial agency to concern itself with the special needs of rural students who require the opportunities presented only in the large composite schools, OR

There should be a structure to permit the formation of a Regional High School Authority.

J. SCHOOL ATTENDANCE

1. Compulsory attendance should apply only to grade IX and below. 252

2. Less rigid regulations on compulsory attendance.	262	279
	293	78
	261	136
3. There should be an earlier entrance age.	257	
	1	
	261	
4. No set age - child should be able to begin school when he is ready.	253	
	215	
5. Education should be compulsory to 18.	123	
6. Should be extension of school attendance years - kindergarten and post secondary.	152	

K. THE SCHOOL YEAR

1. A quarterly term or semester system should be universally applied.	226	214
	78	252
	279	227
	293	239
	151	243
	234	
2. Year-round education should be made available.	257	
3. The semester system is not suitable for the development of a viable music program.	115	

L. STUDENT EXCHANGE

1. A program of student exchange between rural and urban areas should be initiated, as well as programs for exchange on national and international level.	169	
	196	
	279	

M. SEPARATE SCHOOL DISTRICTS

1. The confining of the Separate School rights to the Separate School District of five by five is neither constitutionally right nor educationally sound. The Catholic population should have the right to organize themselves in larger educational units.	299	

2. Having two separate systems is unjustified. 279

N. SCHOOLS IN URBAN AREAS

1. Urban schools should not be allowed to grow beyond 800 students. 196

2. Greater centralization and urbanization may give use to the need for an overall policy board for the large systems with decentralized 'operational' boards in other parts of the system. 214

O. CORRESPONDENCE EDUCATION

1. The province should regulate all organizations offering correspondence education and greater use should be made of audio-visual approaches. 151

P. VOCATIONAL EDUCATION

1. Vocational high schools should admit junior high school students, or junior vocational education high schools should be created, complete with residents, in rural areas. 223

2. Edmonton and Calgary should each have a large single centralized vocational school where industrial conditions can be approximated. 296

Q. PROTECTING THE RIGHTS OF STUDENTS

1. Legislation should be introduced forbidding transmission of any student information outside the educational system without permission of a mature student or legal guardian. 151

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B. N-12 SYSTEM

XIV FINANCE

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A. SOURCES OF FINANCE FOR N-12 EDUCATION

1. Education should not be financed by the property tax; the grant structure must be changed. 143, 170, 247, 187, 249

2. Educational finance should be based on income tax. Distribution should be made on the basis of regional need as determined by Education Research and Economic Specialists. 3, 48, 131, 247, 159

3. There should be greater provincial share in educational costs. 122

4. 75 - 85% of the costs of education should be borne by the provincial government and not more than 15 - 25% from real property, industry etc. 262, 183

5. New financing proposals should be adopted that assume a balanced federal-provincial-municipal cost sharing arrangement and the use of a more widely diversified base of revenue sources. 28, 185

6. The amount of financial support for education contributed by the three levels of government should be directly related to their ability to raise revenue. The major part of the expenditure on post-secondary education and research will be borne by the federal government; elementary and secondary by the provincial government. 125

7. All of the expenditures of secondary schools will be borne by the province which will distribute funds to school boards on the basis of educational functions performed. The people of districts could tax themselves additionally for revenue. 125

8. Nursery, kindergarten and elementary education will be financed partly by the provincial government on the basis of function and partly by local revenue. 125

9. Alternative methods of financing education: 288

   (a) Direct per pupil grants from Foundation Program and General Revenues.

   (b) The Voucher System, with equal opportunity for public, separate and private schools.

(c) Abolition of property tax and substituting a form of direct payment by parents with at least 90% supplied by general taxation. 288

10. The Foundation Program sets too stringent a limit on the money that will be available for improvements and by basing the grant on three years of professional training incentive towards improvement is shifted. 221

11. The Province must develop a broader support base for the financing of education. 217

12. The local community must continue to support education to the end of high school. 217

13. The Province must support education through a formula that ensures local autonomy in the development of an educational program. 217

14. The local board must have complete autonomy in the expenditure of revenue. 217

15. The present system of financing education is unfair and illogical. A careful review is needed. 99

16. Local taxation for education may disappear entirely in favor of centralized systems at the provincial and federal levels. 87

17. Sales tax on luxury goods is needed, and property tax for educational costs could be reduced. 151

18. Program budgeting is necessary for the analysis of costs and quality of output. 118

19. Industry might be called upon to participate in providing facilities or to contribute by means of an industrial education tax. 261

B. FINANCE FOR RURAL EDUCATION

1. The Foundation Program discriminates against the small school. The only formula which is just is one that gives equal money on a per capita basis. 259 299

2. Rural schools require a larger per pupil operating budget than the large urban schools. 165

3.	Additional funds will have to be obtained from the government if standards in rural areas are to be maintained.	48 167
4.	Some supplemental form of raising school monies must be found - (lotteries, general revenues, sales tax)	167
5.	Special grants should be made available for residence facilities at high schools that serve a large area.	121
6.	There should be equality of educational opportunity for rural children.	93

C. SUPPLEMENTARY REQUISITION

1.	The process of supplementary requisition should be simplified.	165
2.	Supplementary Requisition and Plebiscite regulations must consider factors of expansion, inflation and reasonable improvement.	118
3.	A formula should be developed by regulation whereby supplementary requisition shall follow a student to the district of school attendance.	144

D. ELEMENTARY - SECONDARY FOUNDATION PROGRAM RATIO

1.	The distribution of money on the ratio of 1/1.8 between elementary and secondary schools is unfair. Elementary schools should be more adequately financed.	221 236 299 60 261

E. FINANCE FOR INDIAN EDUCATION

1.	Indian people should have full control of educational matters on the reserve (Saddle Lake) and through the handling of Federal grants to education monetary control of education in integrated schools.	83
2.	In addition to fees, Indian children should have books, gym clothes paid for by the Federal Government, and a living-at-home allowance for high school students.	83
3.	The Federal Government should keep its commitments to the Treaty Indian people by continuing to pay for the education of all Indian people.	201

F. LOANS AND GRANTS TO STUDENTS

1. There should be interest-free loans and grants available for education regardless of age or sex. 132

2. The foundation fund should provide student grants for the summer semester. 118

3. Financial aid should be given students who live outside areas where (universities and) vocational schools are located. 49

G. THE COST OF EDUCATION

1. There should be a reappraisal of the philosophy that because education is a good thing more money should be spent on it. 81

2. There should be a critical examination of the policies which result in very high educational costs. 81

3. A pilot program of privately operated schools should be set up, subsidized to the same extent as the public schools for purposes of comparative cost effectiveness studies. 81

4. The cost of education should be looked at as one annual combined operating and capital cost in much the same way as private industry is required to measure and control its costs. 81

5. There should be less lavish school building construction. 122

H. SCHOOL SITES COST

1. Attention should be given the wide variation across the province in the cost of land for school sites, a cost which is not supported by the Department of Education, either through School Foundation Program Grants or by special grants of any kind. 144

I. COST OF VOCATIONAL EDUCATION

1. The government should investigate the possiblity of greater involvement in vocational education and re-assess the spending priorities in view of the large cost of vocational education in recent years. 288

2. There is no need for vast expenditure on vocational education. This money should be spent in established institutions such as NAIT and SAIT. 299

J. FINANCIAL SUPPORT FOR SPECIAL SERVICES AND SCHOOL PROGRAMS

1. There should be provincial financial support for teacher aides, counsellor aides and educational tours. 211

2. There should be special per-pupil grants to schools which have developed special programs for exceptional children; also special teacher grants and an allotment for equipment. 127 128

3. Larger amounts of money should be channelled into equipping and supplying art classrooms. 115

4. More money must be spent by the government and school boards on the humanities. 115

5. Grants for special services should not be given unless all schools can provide these services. 299

K. FINANCE FOR PRIVATE SCHOOLS

1. There should be full financial equality to private schools which can meet minimum requirements. 288

2. The government should provide parents with vouchers to pay the cost of education, the parent having the right to place this voucher with the school of his choice. 247 292

3. The following amendments should be made to the School Act:

   (a) s. 181 (1) draft No. 1, S. 157, draft No. 2
   Subject to the other provisions of this part, the 231

Board shall provide conveyance for pupils resident in that district or division to and from the school that the Board has directed the pupil to attend or any public, private or separate school that the Board approves if the parent or guardian of the pupil resides at a distance greater than one and one-half miles from the school the pupil attends by Board direction or approval.

(b) s. 207, draft No. 1, S. 135, draft No. 2 231
A child who has attained the full age of six years and who has not yet attained the full age of sixteen years, unless excused for any of the reasons hereinafter mentioned, shall attend the public, private, or separate school that he has the right to attend or that he is directed to attend, whenever it is in operation.

(c) Re-instatement of Section 195 of the first draft. 231

4. The following additions should be made to the School Act:

(a) Independent private schools approved by the Minister and operating under the provisions of the Department of Education Act may apply for and shall have the right to receive Foundation Program payments equal to 75 per cents of the payments received by public and separate schools.

(b) Independent, private schools which have qualified for 231
Government grants may apply to the Minister for the establishment of an independent school district with powers, privileges and obligations similar to those of a separate school district.

L. FINANCIAL SUPPORT FOR EDUCATION OF THE DISADVANTAGED

1. All levels of education in disadvantaged areas should 141
be made as free as possible by the provision of books, supplies, etc.

2. Students attending secondary and post secondary educational institutions should be paid a living allownace. 141

3. There should be extra grants to education in low assessment areas. 123

4. Special financial assistance should be given those areas that have social and economic problems. This should take the form of: 121

   (a) Assistance for special programs.

   (b) Provision of resource personnel.

   (c) Adult training and upgrading program.

   (d) Assistance for pre-school education.

   (e) Provision of facilities.

   (f) Support personnel and specialists.

5. It is the responsibility of the provincial government to provide finances necessary to bring the educational opportunities to par for the less privileged. 145

6. Education should be established as the "prime industry" in disadvantaged areas. 141

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B. N-12 SYSTEM

XV FACILITIES

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A. COMMUNITY USE OF SCHOOL FACILITIES

1. School facilities should be available for use by members of the community.	293 78 250 23 49 48 87 29	164 185 227 60 170 126 122 206
2. Existing and planned educational facilities should be modified to become community centres. Standards relating to community reserve land should be studied to ascertain if the amount of land now provided is adequate when school and community facilities are combined on the same site. (See also Administration and Organization N-12)	185	
3. Local committees should be formed in rural areas to plan new facilities to incorporate school, recreational and public activities. The government should create local committees and plan for their finance.	49	

B. PHYSICAL EDUCATION FACILITIES

1. There should be greater flexibility in the use of physical education facilities.	120	
2. Better physical education facilities are needed.	252	

C. DESIGN OF SCHOOL BUILDINGS

1. School buildings will feature offices for every teacher, study carrels for students, large instructional resource centres, studios, workshops, and many open spaces.	125	
2. School buildings will be combined with other structures, revenues from these other structures (shops, offices) helping to offset the cost of school facilities.	24	
3. School structures will be designed with a relocatable factor to them. The trend will be towards larger units, relieving the financial burden to taxpayers.	24	

4. The concepts that larger buildings are cheaper to construct and operate than smaller ones, and that the smaller less elaborate buildings result in inferior education, are unproven. 218

5. The whole question of school design should be in control of individual boards or regions based on ASTA zones. The incorporation of new concepts may be delayed by the present structure. 218

6. School building design must be a direct concern of the local school board. 217

7. Schools should not become too large; school buildings must become more functional and flexible. 217

8. The architecture of school buildings should allow space for activities such as arts and crafts. 57

9. There should be greater cooperation among teachers, administrators and designers in planning facilities for art instruction. 115

10. Schools should be less extravagant and more functional. 250

D. OLD SCHOOL BUILDINGS

1. Outmoded buildings need to be re-vitalized to accommodate developing techniques. Substantial financial support will be needed. 118

2. The provincial government should establish a separate fund for upgrading old schools. 179

3. Older schools which do not qualify for grants from the Program Grant (P.G.)? for buildings and equipment are often unable to provide adequate equipment, and lose teachers to more attractive schools. This situation should be remedied. 42

4. Inner City Schools are old, drab, unattractive. Facilities and equipment are meagre. Space is limited. Staff turnover is high. The quality of education offered is affected. Priority should be given to providing equality of education by the provision of adequate facilities, staff and materials. 33

5. Demonstration schools should be built in depressed areas rather than in the newer suburbs. 176G

E. DORMITORY FACILITIES FOR HANDICAPPED CHILDREN

1.	Dormitory facilities for the retarded and handicapped should be provided by the provincial government.	122

F. INSTRUCTIONAL AIDS

1.	A wider choice of reference and research materials should be made available at all levels.	261 206
2.	There is a lack of instructional materials to encourage students to learn in the French language.	130
3.	There should be greater availability of Audio-Visual aids, mechanical aids, computers.	158 280 196
4.	Centralized computer facilities will need to be connected to all learning centres in North America.	87
5.	The literary quality of teaching materials requires watching.	154
6.	With individualization of instruction more resource materials will be needed.	261
7.	ETV should be explored and used more effectively.	214

G. ACCOMMODATION FOR STUDENTS

1.	There should be a public home for teenagers who wish to continue their education but who cannot live at home.	145
2.	A high school student residence is needed at Stettler.	52

H. PHYSICAL FACILITIES

1.	There should be adequate physical facilities for school counsellors to carry out their functions in environments conducive to their role.	133
2.	There should be places where students can explore their own interests - library - workshop- laboratory facilities.	196

3. Each school should be provided with an adequate IMC accessable at all times. 207

4. There should be greater opportunities for hobbies, craft, music, art - leisure time pursuits. 280 99 227

5. "Educational Parks" will become more common. 87

6. There is insufficient space in elementary schools for teacher preparation. 99

7. Facilities in small rural schools should be improved. 49

8. There should be facilities where students and teachers can meet informally. 250

I. MOBILE UNITS

1. Mobile units with travelling teachers could be used to bring expert training in a variety of subjects to smaller schools. 103 143

2. Mobile units for field trips should be provided. 252

3. There should be mobile units to take performances (such as the Calgary Allied Arts Group) art and museum exhibits to rural areas. 49

J. CONTROL OF SCHOOL BUILDINGS

1. Consideration should be given to establishing independent corporations to control school buildings which would be rented back as required for teaching purposes. 218

K. USE OF SCHOOL BUILDINGS

1. Schools should be put to much greater use by operating throughout the year with staggered classes. 16 hour days, 7 days per week, for the whole year is suggested. 50 252 228 265 131 266 87 293 187

L. OUTDOOR EDUCATION

1. The development of learning campsites for outdoor education is supported. 50

M. FACILITIES FOR NORTHLANDS S. D.

1. Supplementary junior and senior high school facilities are needed in a centre such as Peace River. 49

2. These should take the form of a centralized school with residences and mobile classrooms. 49

3. Implementation of the project should be the responsibility of the participating school division, the Northlands S.D., Department of Indian Affairs, Department of Education, representatives of native organizations. Finance to be from Northlands S. D. and the Department of Indian Affairs. 49

N. SCHOOL LIBRARIES (COMPLETE)

1. Finance for school libraries.

   (a) Money should be made available to permit the establishment and maintenance by School Districts of libraries (instructional or resource material service centres) in accordance with the accepted Standards of Library Service for Canadian Schools as to personnel, space, facilities and equipment. 33 233 35

   (b) Funds from the Foundation Fund should be provided for books, space, facilities and trained librarians. 145

   (c) More consultative support and financial assistance for personnel, facilities and materials should be provided by the Department of Education. 35

   (d) The province should increase its contribution towards school libraries. 273

2. Organization of School Library Services.

   (a) Coordinated school library programs in each district, division or county should be organized under the direction of a district school library (media) supervisor with staff and supporting resources. 35

(b) The School Act should specifically direct that local school boards be responsible for making provision for libraries to be an integral part of the schools and that properly trained librarians be hired and that space for libraries be allotted. 145

(c) The number of sq. ft. per pupil allowance for libraries under the regulations persuant to the School BuildingsAct should be increased in accordance with accepted standards (Standards of Library Service for Canadian Schools). 233 273

(d) The provincial School Libraries Consultant should be provided with adequate quarters, staff, resources and budget, for the development of a provincial Library Service Centre. 233 273 78

(e) Centralized library facilities are needed to make available to every student an equally broad service. 76

(f) Several school library consultants should be appointed to assist the School Libraries Consultant commencing with a school library consultant for the Northern part of the province. 29 233 273

(g) Demontration school libraries should be set up in Southern, Central and Northern Alberta. (Development of a model school library as suggested in our 1963 Brief - See #1 of the bibliography). 233

(h) The needs of the school program should be protected in the event of any proposed amalgum of a school library system and a public library system. 273

(i) Computer retrieval services for library facilities will be used. 214

O. STUDENT PERSONNEL SERVICES

1. Counselling should begin at the elementary school. 133

2. Rural areas should be encouraged to avail themselves of student personnel services. 105 133

3. Vocational and educational information should be made available to all Alberta schools by a provincial coordinator. 133

Computer services should be investigated.

4. The present Counselling and Guidance Branch should be re-organized to include all student personnel services. 133

5. Regional coordinating bodies comprising members from the Departments of Health, Social Development and Education should be established and these should be coordinated by a professional educator. 133

6. Education with emphasis on personal growth, interpersonal relationships and communications should be made available for teachers and administrators for credit and non-credit purposes. 133

7. School guidance programs should place more emphasis upon occupational choices. 296

8. The need for increased pupil personnel services will increase. There should be a system to maintain liaison with surrounding school jurisdictions and to assist in securing specialized personnel, locating unique institutions for special cases, and providing information to the smaller systems. There should be adequate guidance services in each school system and appropriate organization to ensure that every child will have access to specialized services. 158 61

9. There should be more and better guidance courses (including vocational guidance) in the schools. 132 287

10. Guidance is too concerned with vocational as opposed to personal guidance. 250

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B. N-12 SYSTEM

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A. GENERAL RECOMMENDATIONS ON RESEARCH, PLANNING AND DEVELOPMENT AT ALL LEVELS OF THE EDUCATION SYSTEM

Recommendations:

1. That as a matter of provincial policy, a reasonable portion of the education budget (initially, perhaps ½ of 1%) be specifically earmarked for education research. (Emphasis to be placed here on development, planning invention, etc., rather than on pure research). 114

2. That as a matter of policy, a reasonable portion of the province's investment in research be allocated to large-scale research and development missions - in which the researcher and developer work shoulder to shoulder with the change agent, practitioner and evaluator, complementing each others effort's, in major efforts to address the critical educational problems of the day. 114

3. That mechanism for systematic educational planning be established at all levels of educational policy making, up to an including the provincial level, and that planning-based research capabilities be sponsored to inform the planning agencies at various levels. 114

4. One of the highest priority recommendations of the Commission should be the establishment of a provincial-wide comprehensive, on-going and pervading program of evaluation. 182 160

5. The educational structure should be revised into three levels: 234

   (a) Grades 1 - XI

   (b) 2 years College - various types.

   (c) University and Technical Institutes.

6. There is need for a Federal Office of Education: to give the French-speaking minorities equal opportunity in education. 166

7. Planning committees, flexible in nature, may be established as permanent structures of the educational system. 112

8. The "last chance of learning" philosophy must be removed - the structure of education should be reduced or removed. 293

B. RESEARCH

1. General Recommendations:

(a) Research is basic to the improvement of educational practice. 125

(b) A rapid expansion in educational research is needed. 28, 161, 221

(c) Adequate finance for research should be provided by federal, provincial and local authorities. 125, 263

(d) A target figure for expenditure on educational research is one per cent of the operating expenditures. 125

(e) Effective research will require greater cooperation to ensure better design and dissemination of research findings. 121, 217, 257

(f) Basic research should be centred in the universities, and development should be the responsibility of other organizations and agencies. 125

(g) Research should be conducted at the local level. 217

(h) Faculties of Education and graduate students should direct their research toward problems in individual schools. 33

(i) Teachers should be continuously consulted with respect to the needs and direction in research and development. 125

(j) Research in future must involve teachers and administrators to a greater extent. Experimental "try-outs" will become the vogue. 33, 125, 164, 217, 221

(k) Educational research in the Faculty of Education needs more financial support, possibly from the Department of Education. 152

(l) Research and Development Centres may develop in the Faculty of Education. 152

(m) All educational research activities in a given geographic area should be cooperatively planned and integrated. 88

2. Research Projects Suggested.

(a)	To ascertain if the aims of education are being achieved.	217
(b)	Administrative and other facilitative functions should be studied, and directed towards supplying the knowhow, the personnel and the money for material to make the implementation of educational programs possible.	33
(c)	A comparison of the merits of the centralized school over the small school.	165
(d)	The "Revised School Year" and its implications for the Grade XII examinations.	121
(e)	The most appropriate grade split between junior and senior high school, with particular reference to the needs of the district.	121
(f)	An examination of existing administrative boundaries, taking into consideration the urbanization trends of the day.	130
(g)	Pre-school education.	60
(h)	The social consequences of school concentration.	213
(i)	The effectiveness of Vocational Education and the possibility of greater centralization of these facilities.	221
(j)	A review of the Northlands School Division.	201
(k)	Streaming of children into average and above-average groups.	206
(l)	The possible duplication of training between vocational high schools and community colleges.	257
(m)	Research designed to provide an accurate politico economic profile of the provinces.	295A
(n)	A re-assessment of the principles of continuing a plurality of school systems as they affect the financing of education.	185
(o)	An examination of the capital construction programs of municipalities in the health, welfare, library and	185

recreational fields and the coordination and integration of these with educational facilities. 185

(p) The development of new curricular content, new teaching methods, and new systems of student participation and involvement in the learning experiences. 159

(q) The optimum school size with respect to human development, not in business terms. 234

(r) A review of the whole field of vocational education, the aims sought and the results being obtained, with a view to determinating whether these programs do provide a basis for jobs or further training, if necessary, or whether they are 'dead-end', or aimed at obsolescence. 29

(s) Research by the Commission in the effectiveness and the improvement of the special French bilingual program in Alberta is essential. 84

C. PLANNING

1. A flexible and general Alberta Development Plan is suggested as a means of coordinating school planning and to provide other benefits. 213

2. Rural school planning must be coordinated with planning in other sectors. 213

3. A systematic, scientific approach to rural school concentration must be designed to take into account the public and private benefits and disadvantages involved. 213

4. Joint use of school facilities by students and members of of the community should be considered in planning future schools (the Community Centre Concept). 81 126 139 142 145 221 187 185

5. The Department of Education and the Department of Youth should coordinate planning of better facilities for school and community use. 126

6. The Alberta government should submit a proposal at the next Premiers' Conference for the establishment of an Inter-provincal Council of Education charged with the responsibility of developing a minimum curriculum content for all provinces. 288

7.	To make education in the northern parts of the province more efficient and effective consideration should be given to uniting social services, health services, municipal affairs and education under one unified organization similar to the county system.	211
8.	The departments of Health, Recreation, and Education should by under one administration to better coordinate programs relating to student health and welfare.	145
9.	A federal office of Education should be established (A National Education Plan).	29 145 166 185
10.	Studies employing long-range forecasting techniques should be encouraged by departments of educational administration.	300
11.	Serious consideration should be given to the establishing of a permanent educational planning commission which either alone or in collaboration with similar agencies from government and industry will be concerned with monitoring the future and drawing attention to alternatives open to society in determining its future.	300
12.	An impartial Education Evaluation Board should be established.	299
13.	A joint planning board should be established in Edmonton to: (a) Continually inform the public on educational matters. (b) Develop an attitude of commitment to education of all citizens.	88
14.	The Department of Education should coordinate programs and long-range planning of all educational systems in Alberta.	88
15.	No clear relationship exists between the public and private systems of education. These need to be articulated.	293

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Lifelong Eduction Curriculum

A. CURRICULUM FOR ADULT NATIVE EDUCATION PROGRAMS

1. First aid, child and health care, alcohol education and sex education should be included. 201

2. Manpower training programs are too 'technical' and should be more 'practical'. Instructors should learn the native language. 201

B. AGRICULTURAL EXTENSION

1. More emphasis should be placed on broad cultural-type extension to cater for more segments of the farming population. 213

2. There should be courses to assist the farmer on the farm - welding, motor maintenance, carpentry, farm accounting and marketing. 194

C. FAMILY LIFE EDUCATION

1. Continuing and Adult Education Programs in various aspects of Family Life Education should be continued and extended. 230

A. ADULT EDUCATION PROGRAMS (GENERAL)

1.	A universal program of basic adult education is needed in Alberta.	170 167 245
2.	Universities should offer evening courses throughout the year.	151
3.	Universities should establish Departments of Adult Education to prepare instructors of adults.	151
4.	Opportunities for Adult Education should be expanded, integrated with employment, and spread to rural areas.	151 253
5.	Adult Education should be made the responsibility of a semi-autonomous Citizens' Board similar to University and College Boards.	213
6.	Local resource personnel as well as teachers could be used by citizens to enhance their vocational and avocational interests.	170
7.	The Department of Education should establish a distinct authority to coordinate all public agencies of Lifelong Education, develop an adequate system of funding and act in an advisory capacity to the Minister of Education.	232
8.	A full adult training program in academic and vocational fields should be instituted on a local basis, with full credits, at the expense of the province.	122
9.	Continuing and retraining and updating programs should be under some supervision by a central authority.	105
10.	The need for education beyond the formal systems exceeds the resources presently available, particularly with respect to the manner these are presently utilized. Present education available to adults is not effectively remedial.	293
11.	The demands for adult education will increase.	293
12.	The educational process should be viewed as "continuing education". "Post-secondary education" is a misleading term.	293
13.	All citizens are entitled to a certain level of achievement in education at public expense at any time.	293

14. Recommendations: 232

(a) This important and quickly expanding area of education be placed in more realistic perspective with other forms of public education in Alberta.

(b) This area of education be provided with adequate resources and a support system to provide the necessary services and programs to meet the needs of adults.

(c) All local agencies of Lifelong Education are included in any Provincial, regional or local planning process.

(d) All residents of the Province have access to Lifelong Educational opportunities.

(e) Local initiative and innovation is encouraged and supported.

(f) An integrated system of Lifelong Education is developed for Alberta, which has a distinct and responsible single Provincial authority.

(g) In any funding system provision be made for auxiliary services, research, experimentation and Professional development.

(h) The means and ways are developed for integration of other social services agencies with Lifelong Education, at the Provincial, regional and local levels.

(i) Existing facilities of public educational systems are used to their maximum capacity of multiservices and programs.

(j) Existing public educational agencies are encouraged to develop and expand program and services of Lifelong Education.

B. RETRAINING PROGRAMS

1. There should be a vigorous retraining program at local or regional level to help people on the land readjust to other occupations. 194 212

2. There should be opportunities for adult retraining and educational programs in all areas. 227

3.	Time off with pay should be granted for adult retraining.	222
4.	'Sandwich' courses should be continued and expanded.	222
5.	Retraining programs should be extended.	222

C. ENTRANCE TO POST-SECONDARY INSTITUTIONS

1.	University and technical school admission standards should be more flexible so rural adults can enter the education stream. Grants and scholarships should be available to these rural adults.	29

D. APPRENTICESHIP

1.	Apprenticeship education should be re-examined. Much on-the-job training is of little value.	151
2.	The examination methods of the Provincial Apprenticeship Board need to be upgraded.	151

E. ADULT NATIVE EDUCATION

1.	In areas with a substantial population of native people opportunities for adult-upgrading should be continued and expanded.	29
2.	Upgrading, academic and vocational programs should be emphasized.	201
3.	Adult education, daily and evening classes for adults and school dropouts should be established on the reserves.	83

F. CONTINUING EDUCATION

1.	Industrial establishments employing apprentices should pay $250 per annum per apprentice to defray the cost of their education.	151
2.	A system of continuing education cannot be tacked on to	293

the present formal system. The concept requires a general application to all the educational enterprises of the society.

Lifelong Education Finance

A. SCHOOL BOARD ADULT EDUCATION PROGRAMS

1. The Education Commission on Educational Planning should give recognition to a more equitable and realistic grant structure for the Academic programs of School Board Adult Education Divisions. 232

2. Any Adult Academic program for a functional illiterate through Matriculation levels should be financed under the Educational Foundation Program on a full-time equivalent student formula for part-time students. For example, if 950 units of enrollment (one student in one Class) registered in the program, this figure would be divided by a factor of 5 or 6 to determine the number of full-time equivalent students for application of the Foundation Program. 232

3. This type of financial arrangement would at least place a part-time adult student in the same position as a regular day student; and would guarantee a fair support basis in relationship to University students, Technical School students, College students and Alberta Vocational Training students. 232

B. FINANCE FOR ADULT EDUCATION PROGRAMS

1. Educational training and re-training programs should be supported by adequate income support programs, made available to all, and provided with adequate counselling resources. 185

2. A better program of Occupational Training of Adults could be offered if federal monies, provided through Canada Manpower, were advanced directly to Alberta. 291

3. There should be greater subsidization of continuing education. 176F

4. (a) General: The Provincial Department of Education should develop an adequate system of funding and encouraging local School Boards to develop programs and services of Lifelong Education; including access to federal funds. 232

   (b) Foundation Program: The Provincial Department of Education should develop a system of funding for Academic, Basic

Educational Up-Grading, English for New Canadian and Functional Illiterate programs and services which are at least equivalent to the Foundation Program, based on an equivalent full-time student formula.

(c) Facilities and Equipment: The Provincial Department of Education should develop a system of funding for facilities and equipment needs which Lifelong Education Division of School Boards may require in addition to the regular resources of Public Schools.

(d) Maintenance: The Provincial Department of Education should develop a system of funding School Boards for the maintenance of school facilitites when used for Lifelong Education and Community use purposes.

(e) Recreation and Avoicational Programs and Services: The Provincial Department of Education should develop a system of more adequately funding School Boards for all recreational and avocational programs and services.

A. TRAINING SCHOOLS FOR THE HANDICAPPED

1.	Training schools should be established in different parts of Alberta to accommodate adults who are capable of learning a trade but who have reached a low standard of education due to mental or physical disabilities.	220
2.	There should be adjoining centres where they could work and be paid wages.	220
3.	There should be residences where these adults could live and have their own entertainment and recreation.	220

B. CENTRES FOR ADULT EDUCATION

1.	An adult vocational training centre should be established in the Peace River vicinity to cater for farmers, the Metis and Indian population.	49
2.	Alberta Vocational Training should operate adult training centres in Edmonton and Calgary and other localities as required.	291
3.	Adult training schools should be established in rural areas.	140
4.	There is a need for women (pre-natal and post-natal) to have access to counselling and training, if they wish to work again.	293

C. PROGRAMS IN POST-SECONDARY INSTITUTIONS

1.	There should be an expansion of programs of continuing education in all post-secondary colleges, including agricultural courses.	116
2.	The agricultural colleges should provide programs - courses, workshops - for rural adults.	29
3.	Retraining programs for adults should be provided in technical and junior colleges in rural areas.	123
4.	Manpower is unable to make use of the facilities of Vocational Schools in its retraining and upgrading programs.	149

Lifelong Education

Facilities

5. Institutes and colleges need to make provision for day and evening courses for adult upgrading. 222

A. CONTINUING ADULT EDUCATION

1.	Planning for continuing adult education programs should be done in cooperation with the persons concerned.	141
2.	A regional development board or inter-agency commission should be established to plan and coordinate total community programs over five year periods.	141
3.	Adult and continuing education will continue to grow. 80 - 90% of Albertans will receive post-secondary education. Education will become a lifetime process.	125
4.	The Provincial Department of Education provide a system of Lifelong Educational planning which is community based, and feeds into a Provincial organizational pattern to assist in determining Provincial planning and policies.	232
5.	Lifelong continuing education should include coordinated family life programs, including self-realization and development, interpersonal relationships and social awareness, the skills of parenthood, home and economic management. Should be available throughout the province.	102
	Teaching methods of adult education and extension are in need of study and development.	213
6.	There should be an examination of the role that the private sector and notably industry must play in the retraining and adult education area.	185
7.	Adult education will grow in variety, depth and function. It will for many become a way of life - an occupation in itself.	214

B. RURAL ADULT EDUCATION

1.	A re-examination of goals, methods and achievements of rural adult education as practised by the Extension Service of the Department of Agriculture is necessary.	213

C. LIBRARY SERVICES

1.	There should be extensive planning in terms of Alberta's total needs for library resources and services; for long-range and immediate goals.	172

2. Realistic guidelines should be established, viz: 172

   (a) Planning province-wide library resources and services.

   (b) Identifying viable library regions and resource centres.

   (c) Providing development and coordination through consultantships and a strong provincial library agency.

   (d) Insuring adequate local and provincial financing.

   (e) Encouraging legislative review as necessary.

3. A strategic campaign should be mounted to achieve implementation of these guidelines. 172

4. School and public libraries should be combined in the rural setting. The large city libraries should exist as back-up to the regional libraries. 181 200

5. Public library service should be reorgnized on a regional basis, with local authorities and the provincial government meeting the costs. 37 181 200

6. University libraries should make their collections as available as possible to the province through Inter-Library Loan. 181 200

7. The province should recognize the special value of the university collections for special groups, and together with learned societies, contribute funds ear-marked for a provincial service to special groups who otherwise have no adequate library service. 181 200

8. Enlarged library facilities should be made available to all sections of the community that can profit from them. 36

9. An increase in Establishment Grants and an annual matching grant would stimulate development, and the goal of a network of regional libraries be achieved more quickly. The Libraries Division, Cultural Development Branch, Department of the Provincial Secretary, should be strengthened in personnel and funds to enable faster development. 37

10. As regional libraries are established, they should coordinate their resources and services by subject specialization, inter-library loans and electronic-communication facilities. A province-wide information service could be developed, and the integrated public library system be part of the national library system based on the National Library in Ottawa. National and international resources would thus be available. 37

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